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ABSTRACT

This resource manual supplement presents selected inservice teacher education materials developed in 1982 by two-year college staff for use in local faculty development programs in New York. Introductory material identifies the goal of the inservice project, i.e., to enhance student success in postsecondary occupational programs by increasing instructors' skill and knowledge about reading-related instructional techniques. Next, part A provides summaries of the projects undertaken by faculty teams at 11 two-year institutions, identifying team leaders and members. Then, part B presents selected program outlines and materials, designed to supplement those presented in the 1981 edition of the resource manual. These materials include: (1) an introduction to estimating the readability of textbooks; (2) instructional guidelines for integrating reading techniques into a course on manufacturing materials and processes; (3) a description of an approach including a reading component in a word processing course; (4) faculty manuals on assessing the basic skill demands of career courses, creating a student manual, and writing better objective examination questions; (5) a slide/tape program serving as an overview to reading in postsecondary occupational education; and (6) sample instruments for evaluating the effectiveness of inservice efforts. (HB)

ED233776

Reading in Postsecondary Occupational Education

FACULTY DEVELOPMENT RESOURCE MANUAL:

A SUPPLEMENT

Materials Developed and Used by New York State Two-Year College Staff in the Role of Faculty Trainers

Basics of Career Program Achievement:
Emphasis on Reading
VEA 53-82-9002

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State University of New York at Albany
135 Western Avenue, Draper 306
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JC 830 419

September 1982

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Introduction and Purpose

This publication is a supplement to the 1981 resource manual ("Reading in Postsecondary Occupational Education: A Faculty Development Resource Manual").[1] Faculty, staff and their respective colleges that had participated in the first phase of the statewide professional development program were identified in that publication. Selected inservice education materials that teams developed for use in their local programs were included as resources for others addressing reading in postsecondary occupational education. This publication draws from newly-developed materials in the 1982 project cycle. Contents have been selected as representative of the various approaches and techniques used by the local inservice education teams.

Phase II Teams

During the 1982 phase of the inservice project, supported by a contract from the Bureau of Grants Administration, New York State Education Department (VEA 53-82-9002), a second opportunity was afforded those colleges that previously had not been able to participate. The project goal was retained: to enchance student success in postsecondary occupational programs by increasing instructor skill and knowledge about reading-related techniques as appropriate for reinforcement and application to the occupational curriculum. Specifically, the project sought to increase the understanding of participating faculty members of the importance of reading skills on student comprehension of concepts, facts, organization, and logic of program content; to assist participating faculty in adapting and testing reading-related instructional techniques for use in their respective career courses; and to develop the capability of participants to transmit these skills and understanding to colleagues.

Each team had the opportunity to request a minimal one-time grant as support to their local efforts. In several instances, the Phase II teams drew heavily from the previous resource manual for programming and materials. Often

the materials were modified slightly to fit local needs, but the 1981 publication effectively served its purpose as a resource for local inservice programs addressing reading.

Update Teams

A second thrust of the reading project was to provide the opportunity for teams who had participated in the first phase for an update session. The workshop was organized to provide an opportunity for sharing and stimulate motivation through interaction with others undertaking similar programs, and to step beyond the training activities of the first phase into more targeted concerns.

As a result of the workshop, the continuing teams essentially took two major directions. One approach modified the topics and materials presented during the first cycle and served a new local audience. These were often new staff members or faculty who had not previously been involved. The second approach focused on specific topics and concentrated programming efforts on these topics. At many colleges following the second approach, local faculty were often involved in both phases.

Resource Manual

This manual is divided into two major components. The first section identifies team members and colleges participating in either the update or Phase II thrust and briefly summarizes each local program. The second section identifies and includes a selection of materials developed for use by these teams in their local programs.

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[1] LaVerna M. Fadale and Gene M. Winter, Reading in Postsecondary Occupational Education: Faculty Development Resource Manual, Two-Year College Development Center, State University of New York at Albany, 1981.

PART A

Phase II and Update Team and Program Identification

Reading in Postsecondary Occupational Education

Capital District Educational Opportunity Center*
Washington and Front Streets
Troy, New York 12180

Joann McClure, Team Leader
Associate Professor
Business Education

Joseph Casey
Associate Professor
Building Trades

Ruth DeMartino
Associate Professor
Cosmetology

Jay Hyldelund
Associate Professor
Welding

James E. Sharp, Ad Hoc Administrator
Director of the Center

The major intent of the local professional development program in reading was to increase the capacity of vocational instructors to determine textbook levels, and to determine student performance levels relative to course vocabulary and content. Two workshops were held with team members serving as resource personnel. The workshops addressed the topics of Cloze, Frye readability formula, and follow-up in order to determine results of the application of two strategies. The team is planning future activities in cooperation with the writing team to broaden the institutional base of reinforcement for basic skills.

---

*College A

Reading in Postsecondary Occupational Education

Erie Community College/South*
4140 Southwestern Boulevard
Orchard Park, New York 14127

William Brunskill, Team Leader
Learning Skills/Developmental English

Audrey Bard
Learning Skills/Developmental English

George Coughenour
Architectural Drafting

Daniel Hallimen
Automotive Technical

William Schatt
Communications Equipment Technology

Lawrence Seyfried
Ad Hoc Administrator

The program at Erie Community College/South sought to increase awareness of the need for addressing reading as part of ongoing instructional processes; and to increase skills and knowledges of career faculty in order to facilitate reinforcement of reading. The team served as presenters and resource personnel for a series of five inservice workshops. A general faculty meeting was used to motivate participation by briefly sharing the major concepts to be addressed and discussing student problems incurred by inability to read texts and to work with course materials. The workshops addressed text assessment (Cloze and readability), the text preview and checklist, intervention strategies (SQ3R, study guides), vocabulary, paragraph comprehension and other related techniques. The final workshop was devoted to questions, answers, results, and sharing of experiences. In contrast to individual study guides a student workbook usable in all courses is planned for the fall semester. A computer readability program is available for faculty use. Reading team activities are planned to continue as a professional development resource.

---

*College B

Reading in Postsecondary Occupational Education

Mater Dei College*
Riverside Drive
Ogdensburg, New York 13669

Sister Mary Hortense Cavanaugh, Team Leader and Ad Hoc Administrator
Director of Faculty Development

Tom Killian
Human Services

Paula Tulip
Social Service

Rosalyn Todd
Reading Specialist/Learning Skills

The reading team at Mater Dei focused on textbook evaluation and need for supplemental skill staff. Consultants included Ms. Grzywinski, Canton Agricultural and Technical College, Dr. Davis and three interns from State University of New York College at Potsdam. The reading team will continue as a resource through an integrated mode of reading and writing under the direction of the Faculty Development Coordinator.

---

*College C

Reading in Postsecondary Occupational Education

Schenectady County Community College*
Washington Avenue
Schenectady, New York 12305

Eleanor Robinson, Team Leader
Assistant Professor
Science and Technology

Lucyann Day
Technical Specialist
Reading

Mary Jane Dike
Instructor
Human Services/Psychology

Rocco Verrigini
Instructor
Culinary Arts

Douglas Burgham, Ad Hoc Administrator
Dean of Faculty

The reading team at Schenectady County Community College addressed text selection, identification of students needing help in reading, and intervention strategies. The major activity was a workshop held prior to the second semester with team members serving as resource personnel. Follow-up is planned on an informal small group and one-to-one basis.

---

*College D

Reading in Postsecondary Occupational Education

SUNY Agricultural and Technical College*
Alfred, New York 14802

Midge Sanders, Team Leader
Developmental Studies

John Bartell
Associate Professor
Agricultural Industries

George DeSain
Associate Professor
Electrical Engineering Technology

Lewis D. Scott
Associate Professor
Executive Secretarial Science

Robert Granger, Ad Hoc Administrator
Associate Dean for Academic Services

The members of the Alfred reading team piloted several strategies in their own classrooms throughout the spring semester, and concurrently prepared materials and activities for a major workshop at the close of the spring semester. Team members served as resource personnel and addressed readability of materials, capability of students to read and work with course material, and selected intervention strategies. The workshop was introduced through a slide presentation developed by the team to serve as an overview for reading in postsecondary occupational education. A computerized program for performing readability analyses of textbooks is also available. During the spring semester a cooperative endeavor by two team members in Business and Learning Skills was developed and presented as a seven-week word processing course built on reading strategies and offered as part of the lab period. It sought to directly apply reading strategies to a specialized content course.

---

*College E

Reading in Postsecondary Occupational Education

Borough of Manhattan Community College
1633 Broadway
New York, New York 10019

Paulette Plonchak, Team Leader
Reading Specialist, Learning Skills

Gem Chema
Nursing

Elizabeth Merrill
Nursing

Evonne Pratt
Reading Specialist, Learning Skills

James Middleton, Ad Hoc Administrator
Associate Dean

(Because of the problems of time and scheduling associated with the college's impending move to their new campus, the team decided that postponing plans for their local inservice programs was the best strategy.)

Update--Reading in Postsecondary Occupational Education

Community College of the Finger Lakes*
Lincoln Hill
Canandaigua, New York 14424

Muriel Coleman, Team Leader
Developmental Studies

Brenda Brockman
Business

Cathy Schoonmaker
Nursing

Dorothy Schriver
Reading Consultant

Peter Friedman, Ad Hoc Administrator

During the second phase of effort by the reading team at Community College of the Finger Lakes, team members have involved faculty from an increased number of career programs plus faculty new to the college. The team surveyed faculty to determine needs/interests and to make initial contact. Three workshops were held during the spring semester addressing readability, Cloze, textbook usage, vocabulary, SQ3R and study methods. Future efforts are planned for new faculty members in each department.

---

*College F

Update--Reading in Postsecondary Occupational Education

Erie Community College/North*
Main Street and Youngs Road
Williamsville, New York 14221

Nina Luban, Team Leader
Developmental Studies

Bill Fritton
Engineering

Linda Kuechler
Business

Dennis Slichta
Food and Nutrition

Karen Noonan, Ad Hoc Administrator
Professional Growth Coordinator

During the second year of effort by the reading team at Erie Community College/North, two workshops have been presented as part of the college professional development series. Workshop content was an abbreviated version of activities undertaken in the previous year such as study guides, textbook preview, textbook selection and (to some extent) Cloze. A manual is being prepared for local use. Future work is planned as a permanent component of the college professional development program coordinated by the Staff Development Office.

---

*College G

Update--Reading in Postsecondary Occupational Education

New York City Technical College*
300 Jay Street
Brooklyn, New York 11201

Josephine Volpe, Team Leader
Secretarial Science

Esin Ayen
Electrical Technology

Ruth Lemansky
Developmental Skills

Al Spencer
Radiologic Technology

Dr. Lorraine Beitler
Ad Hoc Administrator
Director of Educational Services

During this second year, team members met with each division to maintain interest and increase awareness. The major activity was a presentation at an all-college professional development program. Team members served as presenters and resource personnel and focused on readability formulas. A resource book, developed by the team, was distributed.

---

*College H

Update--Reading in Postsecondary Occupational Education

SUNY Agricultural and Technical College*
Cobleskill, New York 12043

J. Phillip Campbell, Team Leader
Food Service

W. Clifton Collins
Ad Hoc Administrator
Assistant Dean of Academic Affairs

Lizabeth Tillapaugh
Learning Resource Center

During the second year of effort, the reading team at Cobleskill Ag and Tech held three workshops. One was designed specifically for new faculty and the others for all technical faculty. The workshops addressed legibility of graphs, media production, as well as readability, text selection and test-item construction. Because there is a reading and a writing team currently active at Cobleskill, it is anticipated that the efforts of the two teams will be mutually supportive to function as a comprehensive resource.

---

*College I

Update--Reading in Postsecondary Occupational Education

Tompkins-Cortland Community College*
170 North Street
Dryden, New York 13053

Marlene Blumin, Team Leader
Reading & Developmental Studies

Betty Hamlisch
Nursing

Ken McEwan
Human Services

James Nichols
Criminal Justice

Carl E. Haynes, Ad Hoc Administrator
Business and Public Service

The reading team at Tompkins-Cortland Community College is continuing its work for the second year by focusing efforts on topics requested by faculty. A workshop series format was implemented to address the topics of writing better exam questions, assessing basic skills of courses, creating a student manual, and creating student guides for courses. Team efforts support the current local priority on instructional standards, and with the presence of an active writing and reading team, it is planned that they will work together as a comprehensive resource to the college.

---

*College J

Update--Reading in Postsecondary Occupational Education

Ulster County Community College*
Stone Ridge, New York 12484

Lawrence Borzumato, Team Leader
Director, Learning Skill Center

Robert J. Markes, Ad Hoc Administrator

As part of the continuance of effort by the reading team at Ulster County Community College, second cycle objectives include: to provide introductory workshops for volunteer faculty members, to facilitate student/faculty use of instructional materials in the Skills Center and to encourage use of techniques presented through workshops and informal contacts. Three workshops focused on readability, textbook selection and listening. Future plans include follow-up activities subsequent to an All-College Faculty Development in early fall addressing basic skills.

---

*College K

PART B

Selected Program Outlines and Materials

Selected Program Outlines and Materials

The materials and outlines selected for inclusion in this publication are designed to supplement the 1981 resource manual. As noted, items from the 1981 publication served as the basis for many of the local programs during the current phase, and the reader is referred to that reference for basic program resources. Many of the inclusions in this publication demonstrate a unique packaging or synthesis of content which may provide ideas for others addressing reading in postsecondary occupational education. Each selection is coded to the appropriate college team which developed or adapted the material and used it locally. In addition, primary developers of faculty manuals, instructional resource manuals and media materials are identified to help facilitate direct contact by readers for further information about a particular technique. The following are included:

1. Readability Estimates
2. Instructional Guidelines for a Specific Career Area
3. An Instructional Reading Component Integrated with Career Content
4. Special Topic Resource and Process Manuals
5. Slide/Tape Presentation--Reading in Postsecondary Occupational Education: An Overview
6. Evaluation

1. Readability Estimates

Reading teams in both phases have often addressed readability estimates of textbooks as a step toward determining what is being asked of the student, and the extent of competence required to deal with course materials. In the 1981 resource manual a section was devoted to readability, and the intent is to avoid duplication. Two selections are included: a brief introductory discussion of readability, and a succinct and easily understandable illustration of the readability process (automotive technology).

College H

READABILITY: AN INTRODUCTION

Readability Levels. Authors and publishers may use techniques which alter the readability levels of texts. For example, the greater number of sentences, the higher the readability level. The number of sentences is increased by using more parenthetical expressions, counting numbers as sentences (1. = 1 sentence), and by using dashes or brackets. Through the reduction of syllable counts, the readability levels are further altered. This may be achieved by spelling out or increasing the number of sentences and decreasing the number of syllables. An example is to abbreviate to reduce syllables; e.g., figure is equal to two syllables, whereas fig. is equal to one syllable.

Readability Formula. The Flesch Readability Formula is an objective technique for measuring the difficulty of writing style. It is easy to use and does not require reference to a basic word list. It is a satisfactory measure of the reading difficulty of textbooks and can be used as one basis to rank the available texts in order to select the readability level that enhances rather than limits student comprehension.

Readability formulas do not take into account author style, sentence structure or organization of material. Instructor judgment of the difficulty of a text has a definite place in the selection of the texts for various members of the class. Material should be examined for the provision made by the author for aiding students in reading the text. This includes style, introduction of new vocabulary, transition and activities. If an instructor wishes to apply a formula to obtain difficulty estimates for a variety of written matter, he/she will have to develop criteria for determining which reading level, obtained on a formula, indicates that the material is appropriate for most members of a group or class. It is suggested, therefore, that the formula be applied to passages used for the CLOZE procedure. If it is determined by this informal testing that a text is appropriate for 90 percent of the class, and if it is determined by using a readability formula that the level of the text is at grade 7.0, then passages from other sources that are at level 7.0 or below are probably satisfactory for the class.

College B

DETERMINING READABILITY LEVEL: AUTOMOTIVE TECHNOLOGY

I. TERMS:

A. Word - any group of letters of numbers with a space at each end.

Fig. -- one word
20-17-- one word

B. Periods make a difference, e.g. -- 10 P.M. -- three words
10:00 PM-- two words

C. Sentence - Begins with a capital letter and ends in a . ; ! -- () "".

D. Syllables - sound out words while counting on a calculator.

SAMPLE PASSAGE

As Glenn's mishap clearly shows, no one is immune to accidents. According to recent figures, in this country accidents are the leading cause of death. Altogether, accidents account for over 100,000 deaths and approximately 10.3 million disabling injuries every year (see Fig. 1.1). Obviously, the consequences are staggering: an untold amount of grief is suffered over the loss of loved ones, children are left without the guidance of one or both parents, and families are forced to bear the burden of hospital bills and lost wages.

II. PROCEDURE:

A. We will use the FLESCH method because a computer program will be utilized in the near future.

B. Count as close to 100 words as possible to reach the end of a complete sentence.

C. Count the number of sentences and the number of syllables.

D. Use the following formula:

$$206.835 - \left[\left(\frac{\text{words}}{\text{sent.}} \times 1.015\right) + \left(\frac{\text{sylb.} \times 100}{\text{words}} \times .846\right)\right]$$

(108 words divided by 7 sentences times 1.015 equals 15.659.)
(180 sylb. times 100 divided by 108 words times .846 equals 140.999)
15.659 + 140.999 = 156.658
206.835 - 156.658 = 50.177 This is your Reading Ease Score (R.E.).

E. Refer to the R.E. score chart for grade level of that sample.

F. A minimum of 25 samples must be used, or 5% whichever is greater. You must have at least 25 samples.

G. Divide the number of pages (not counting introduction, glossary, etc.) by 5% or 25. This will give you the number of pages between samples.

H. Use the + or - system, top and bottom, forward or back.

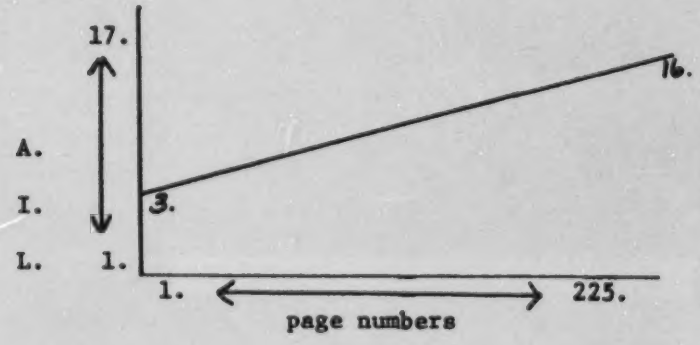
EXAMPLE:

Page #	+ or -	words	sent.	syb.	R.E.
1	+	108	7	180	11
25	-				
50	+				
75	-				
100	+				
125	-				
150	+				
175	-				
200	+				
225	-				

Start on the upper left page for plus, and the lower right page for minus. If picture page falls on sample, go forward for plus and backward for minus.

I. Plot graph of A.I.L. (Arbitrary Index Level)

EXAMPLE:



2. Instructional Guidelines for A Specific Career Area

A team participant at Erie County Community College, William Fritton, Engineering, developed a packet of materials for use by instructors in his division. The total packet includes materials drawn from the 1981 manual and modified for this specific content area. It is included as one approach to providing a guide for application of techniques appropriate to a field of study.

College G

READING TECHNIQUES---MANUFACTURING MATERIALS AND PROCESSES:
A SAMPLE PACKET

Beginning-of-Semester Sequence

1. Administer pre-test for Textbook Use and Attitude Survey.

2. Administer Cloze test

   a. Speak to any student scoring below 40% about possibility of his having problems with the text.
   b. Some of these students may need tutoring in reading.
   c. Use results for correlation purposes.

3. Administer Textbook Preview exercise (designed by instructor).

   a. Lecture assistance

4. Distribute handout on How to Study.

   a. Note-taking techniques
   b. Instructor's lecture techniques
   c. Reading/studying strategies

5. Introduce and explain Study Guide.

   a. Guides for first one or two chapters prepared by instructor as models
   b. Lecture assistance
   c. Students prepare own guides for subsequent chapters

6. Distribute handouts on How to Take Examinations.

   a. Lecture assistance before first exam

After Mid-Term

7. Sometime before the final, administer post-test for Textbook Use and Attitude Survey.

Name _____

Course & Section _____

Date _____

TEXTBOOK USE AND ATTITUDE SURVEY (PRE & POST)

Directions: For each question below, please circle the number of the answer that most nearly describes your own educational experiences.

	Not at All	Rarely	Sometimes	Most of the Time
1. Do you feel a textbook is essential to your understanding of the course material?	1	2	3	4
2. Do you use the textbook when studying for a test?	1	2	3	4
3. Do you underline or outline when you read a textbook chapter for homework?	1	2	3	4
4. Do you use different methods for reading a chapter and studying a chapter?	1	2	3	4
5. Do you ever read a chapter more than once?	1	2	3	4
6. Do you ever refer to a glossary?	1	2	3	4
an appendix?	1	2	3	4
7. Do you ever look at lecture notes before you need to review them for a test?	1	2	3	4
8. Do you ever look at end-of-chapter questions in a textbook when they are not assigned for homework?	1	2	3	4
9. Do you find chapter summaries helpful?	1	2	3	4
10. Do you employ a specific method or system for reading textbook chapters?	1	2	3	4

Cloze Procedure

Cloze is a teaching aid which measures the students' ability to read and understand a textbook.

Procedure - Select a typical passage of 200-300 words from the text. Choose a passage the student has not yet seen. Leave the first sentence and the last sentence of the passage intact. Starting with the second sentence, circle every fifth word.

Type the passage leaving a blank of equal length for each circled word.

Inform the students that only the author's exact words are allowed; no synonyms. The procedure was validated on this requirement.

Scoring

Grade	Reading Ability
60-100%	Independent (above average)
40-60%	Instructable (average)
0-40%*	Frustrated (below average)

*35% may be used as upper limit for texts judged to be above-average in difficulty.

Time Limit

None. Most students complete in 20-25 minutes.

Suggestions

Administer the first day of class. Share the results with each student individually. Use the opportunity for advisement and later follow up. Recommend tutorial assistance from English Department if needed.

(See sample next page. . . .)

Source: Jay Thornton (Rutgers), Workshop E.C.C., Spring 1981.

_____ Sect. _____

Instructions: The following passage is designed to measure one's ability to read and understand the book Materials and Processes in Manufacturing by E. Paul DeGarmo. Fill in each blank space with the word which appears appropriate for each sentence.

Many manufacturing processes involve the plastic deformation of metals, converting crude forms--sheets, rods, and plates--directly into desired shapes. To a degree, it _____ because most metals can _____ deformed plastically without fracturing _____ they have such importance _____ manufacturing materials. But _____ deformation also is a _____ and important factor to _____ considered in the formation _____ chips in metal cutting. _____, to utilize these processes _____ effectively it is helpful _____ understand the stress, strain _____ plasticity relationships that are _____ when metals are deformed _____ cut. The acquisition and _____ of basic knowledge in _____ area has led to _____ improvement in, and development _____ new, metal-forming processes, _____ to a better understanding _____ metal cutting. In this _____ these stress, strain and _____ relationships will be discussed _____ they relate to metal _____ in a later chapter _____ relationship to metal cutting _____ be shown. Clearly these _____ are of primary importance _____ the manufacturing engineer, but _____ also have significance to _____ design engineer in providing _____ understanding of why _____ design features are, or _____ not, easy to produce.

The states of stress in forming operations. It will be recalled _____ in a work-hardening material, _____, or permanent, deformation begins _____ after the yield condition _____ reached, and the true- _____ true-strain curve can _____ considered as the locus _____ the yield stress for _____ amounts of plastic strain. _____ an isotropic material is _____ in compression with no _____ existing — with parallel and _____-friction anvils — the true _____ at yielding is nearly _____ to that obtained in _____, except that the sign _____ the stress is negative. _____ the test metal remains _____ isotropic and the Bridgeman _____ is applied to the _____ stress data after necking, _____ stress-strain curves for _____ and compression will, in _____, be images of each _____. Consequently, if true stresses _____ true strains are converted _____ effective stresses and effective _____, which will be discussed _____, for all practical purposes _____ resulting stress-strain curves _____ tension and compression are _____. Furthermore, each locus on the effective stress/effective strain curve represents identical deformation energy, stress, and strain, irrespective of whether the metal was pulled in tension or compressed between low-friction anvils.

Good Study Habits Mean Success
Management Engineering

Success in anything always goes hand in hand with good study habits. Studying helps you to learn more quickly and to remember longer. It improves your ability to react to ideas, to question, and to acquire correct information. In the classroom and on the job, too, you must be ready with the right answers.

Therefore, in order to gain new understandings now and to help you assume future job responsibilities, you need to know how to study. In fact, the ability to study often becomes more important after graduation. The demands of a successful professional life are far more exacting than a passing grade of "C".

RULES FOR GOOD STUDY HABITS

1. Start Now .... Don't Put It Off. Resist the temptation to "do it later." When the time comes, get at it.
2. Same Time .... Same Place. By using the same place at the same time of day or night, it will be easier for you to form the habit of studying.
3. Use Good Light. Find a good lamp. Studying under a dim light causes eyestrain and fatigue.
4. A Little Quiet, Please. At home, turn off the radio, the stereo, and the television set. Ask for family cooperation, or wait until the younger children go to bed. On campus, remember that the library is a natural place for studying.
5. Use a Dictionary. Keep it handy. Use it often. Successful students rely on it.

TECHNIQUES FOR SUCCESSFUL STUDY(1)

1. First, survey, or read over, the assignment quickly to get a general idea of the scope of the material. At this point don't pay too much attention to detail but do note: chapter and section headings; first and last paragraphs of sections; pictures, graphs, or charts; selections in bold type, or italics; and questions at the end of the dhapter.
2. While surveying, form such questions in your mind as: What is the meaning of the section headings? Turning the heading into a question helps. How do the illustrations relate? What kinds of information does the assignment contain? What do unfamiliar words mean?
3. Next, go over the material carefully. Adjust your rate of reading to the purpose and difficulty of the material. Be able to identify the main ideas and the details that support the main idea. Analyze the relationships, properties, or ideas involved. Underline important points, or make notes in the margin of your text.

4. After the entire lesson has been studied, review to organize your ideas and information. Sort essential from non-essential statements. Identify cause and effect. Note: a more careful reading may be necessary for any passages not fully understood.

5. Without looking at the book, attempt to reconstruct what you have studied — in your own words. Make notes by jotting down cue phrases or words. It is even more helpful to go over the subject with a classmate. Asking each other questions and hearing each other's answers are of great "fixing" value. If you are unable to recite in oral or written form, skim over the section again to locate the needed information.

6. Learn to take meaningful notes in class. Lectures often cover information which supplements that contained in the text. An effective method is to take notes on a pad of paper and later transfer them to a notebook, making such amplification as may seem desirable.

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(1) Adapted from SQ3R Method

Textbook Study

Name_____ Sec._____ Date_____

Manufacturing Processes and Materials MG200
Text: Materials and Processes in Manufacturing
Author: E. Paul DeGarmo

Textbook Review

1. Who is the publisher?

2. What is the most recent copyright date?

3. How many parts does the text contain? Identify them.

4. What two study aids does the text contain?

5. What are the basic types of manufacturing? On what page did you locate this information?

6. On what page can you find the answer to question 6 on page 24?

7. What does the word "modulus" mean?

8. In Table 2.2, page 45, what Rockwell C hardness number corresponds to Brinell #321? What is the tensile strength of the specimen?

9. What does the diagram Figure 5-12, page 124, represent? How many words, "new" to you, are used in the diagram? List them.

10. On what pages can you find information on cast iron?

11. What products were made by the oldest method of forging? On what page did you locate this information?

12. List the "Resistance Welding" processes.

Study Guide

Materials and Processes in Manufacturing
MG200
Study Guide, Chapter 1

1. What are the roles of Engineers in manufacturing?

2. What are the basic types of manufacturing? Briefly define each.

3. Surfaces of materials can take what configurations?

4. What are the basic seven types of manufacturing processes?

5. What are the two types of Casting processes and four examples of each?

6. How are Molding processes classified? What are examples in each classification?

7. Identify the Forming and Shearing operations?

8. What are the types of Machining operations?

NOTE TO STUDENT:

Using above questions as examples, compose at least four questions and answers that will cover the balance of the chapter. Use additional sheets.

3. An Instructional Reading Component Integrated with Career Content

Two members of the reading team from Alfred Agricultural and Technical College (Midge Sanders, Learning Center and Lewis Scott, Business) used the approach of integrating a reading component to an ongoing career course, in this case to word processing. Because of its comprehensiveness, several selections from the course are included in order that all or part may serve as a reference. The content instructor and reading specialist sat in on each other's classes and worked together to infuse content with reading techniques resulting in currency of application of skill to content. The specialist taught the reading aspects. This technique will be repeated with another department during the upcoming year.

INTEGRATED READING COMPONENT: INTRODUCTION TO WORD PROCESSING

CONTENTS[1]

I COURSE OBJECTIVES (RELATIONSHIP TO TEXT)
TEXTBOOK PREVIEW
CHAPTER PREVIEW

II SQ3R & ADDITIONAL TEXTBOOK READING SKILLS
STUDY GUIDE

III COMPREHENSION (MAIN IDEAS & MAIN SUPPORTING DETAILS)
MARKING

IV MAIN IDEAS IN LISTENING
NOTETAKING

V TEST PREPARATION (ANTICIPATING TEST QUESTIONS)
TESTTAKING (VOCABULARY, MULTIPLE CHOICE, SHORT ESSAY)

VI READING TO SUMMARIZE

[1]Only selected course materials are included in this publication.

CHAPTER PREVIEW

WORD PROCESSING CONCEPTS — CHAPTER 1

LOOK for the topic and major categories of information:

1. What is the title of this chapter? _____
2. What are the major subdivisions in it? _____
   _____
   _____

RELATE 1 and 2 to the overall course:

3. Which course objectives are related to this chapter? _____
   _____

LOOK at the format and organizational pattern:

4. Is there a summary in this chapter? _____
   If so, does it reinforce all of the major subdivisions of the chapter? ____

LOOK at subheadings:

5. How many methods of word processing are there? _____
   What are they? _____
   _____
6. What 5 conditions stated in the chapter justify a new system?
   1) _____
   2) _____
   3) _____
   4) _____
   5) _____

NOTE key terms and unfamiliar special vocabulary:

7. What does MT/ST stand for? _____
   What is it? _____

LOOK at illustrations:

8. Are the illustrations located on the same page as the categories to which they relate? _____
9. What does the illustration on page 7 depict? _____
10. What major change is evidenced by illustration 1-7? _____

IDENTIFY writing style if possible:

11. The format of presentation and the basic writing style of this chapter is _____
    _____

Previewing and answering the questions above should not take more than 10 minutes.
NOW READ the chapter thoroughly and answer the questions at the end of the chapter.
Place a small CHECK in front of those questions that you were able to answer without looking back into the chapter.
Use this same basic preview approach as you prepare to read Chapter 2. It is not necessary to write questions and answers during this preview step but be sure to THINK questions and to RELATE the various parts to the whole.

WORD PROCESSING CONCEPTS CHAPTER 3--The System Involves "PMPE"

Initial analogy (The PMPE of Another System)

P - PEOPLE
- Word Originators
  - Correspondence Secretaries
  - Administrative Secretaries
  - Supervisors
  - Other Personnel

M - MACHINES
- Dictation Equipment and Media
  - Portable
  - Desk Top
  - Centralized
  - Dictation Media
- Typewriting Equipment
  - Mechanical Text Editors
  - Visual Display Text Editors
  - Shared Logic System
  - Time Shared Services

P - PROCEDURES FOR CONTROL
- Logging Work
- Measuring Production
- Scheduling Turnaround and Establishing Priorities
- Standardizing Formats and Coding Documents
- Writing Procedure Manuals
- Training Personnel

E - ENVIRONMENT
- Word Processing Within the Organization
- Work Station
- Physical Characteristics of Word Processing Centers

Summarizing Comments:

WORD PROCESSING CONCEPTS--SPECIALIZED VOCABULARY

CHAPTER #1

Word Processing (p. 46)
automatic typewriter
repetitive letter
nonproductive labor
fixed or overhead charges
materials cost
traditional secretary
productivity
net production rate
word processing typewriter
text processors
magnetic/electronic typewriters
MT/ST
marketing
correspondence secretary
administrative secretary

CHAPTER #3

PMPE
word originators
CS
portable dictation equipment
desk-top dictation equipment
centralized dictation equipment
dictation media
standalone text-editing typewriters
computerized text editing systems
mechanical text editors
visual display text editors
shared logic system
CRT
timed shared services
logging
turnaround
coding documents
WP/AS

CHAPTER #4 - Specialized Terms

longhand (53)
rough draft (55)
annotating (55)
electronic-notetaking (58)
cueing (60)
adaptor (60)
centralized system (60)
dictation station, unit, terminal (60)
recorder (60)
transcription machine (60)
controller, console, monitor (60)
discrete media (61)
endless loop, continuous loop (61)
recorded media (cassette, belt, loop) (61)
non-selector (63)
mannual selector (63)
automatic selector (63)
OCR (64)
KDEM (64)
CRT (65)
voice recognition (66)

General Vocabulary

illegible (55)
deciphering (55)
mounting (59)
implementing (59)
compatible (59)
malfunction (59)
optional (61)
unique (61)
housed (61)
resembling (62)
leasing (63)
depresses (63)
capabilities (64)
optical (64)
aligned (65)
discriminate (66)
clarification (66)
probable (66)

PARAGRAPH COMPREHENSION

The paragraph can be defined as a group of related sentences about a single subject. A paragraph has three major components:

1. The subject (also called "topic")
   (The one thing the paragraph is about)
2. The main idea (what the author wants to communicate about the subject)
3. The supportive information (also called "details")
   (explanation, proof, reasons, or examples that support the paragraph's main idea)

Of these, the main idea is the most crucial, for the key points of a chapter or article are the main ideas from component paragraphs.

How to Identify the Subject of a Paragraph

To find the subject of a paragraph, ask yourself this question: What is the one thing the author is discussing throughout the paragraph? Usually, the subject of a paragraph can be expressed in two or three words (sometimes, however, more words are involved). For example:

> There are two types of machines that are vital to the word processing system — dictation equipment and typewriting equipment. Dictation equipment provides the input, or the means to record the spoken word. Typewriting equipment produces output, the printed word from the recorded word. The merging of dictation and typewriting equipment gave birth to word processing concepts.

Subject _____

Main-idea sentence (underline twice)

Where located in the paragraph? _____

Or is the main idea inferred? If so, what is it?

_____

Key supporting details (underline once)
(Are they explanation, proof, reasons, or examples?)

_____

PREPARATION FOR TESTS--INTRODUCTION TO WORD PROCESSING

REVIEW TEXTBOOK MATERIALS

1. Review all items identified as important through underlining or marking procedures.
2. Review all items contained in class assignments including "Job" assignments and the questions at the end of the chapters.
3. Review key vocabulary terms that you have extracted from the text readings.

REVIEW HANDOUTS AND ADDITIONAL COURSE MATERIALS

1. Review the course objectives that apply to the assignments covered by this particular test.
2. Review all lecture notes that deal with the material to be covered by this particular test.
3. Review any special charts or graphics that were given to you while this information was being covered in lecture.

REVIEW PAST QUIZZES AND TESTS

1. Clarify all information missed on previous tests.
2. Be fully aware of the kinds of questions asked on past tests and the source of those questions ie. textbook materials, notes, handouts.
3. Analyze your performance on past tests and identify some specific ways in which you could better your performance ie. provide more complete answers; spell key terms correctly; answer all questions.

ANTICIPATE QUESTIONS FOR THE COMING TEST

1. Identify the kinds of questions that will be on the test. (definition, fill in, true/false, multiple choice, matching, short essay, full essay)

2. Anticipate the number of questions you will have to answer and how fast you will have to respond in order to complete the test in the allotted time. (Sometimes, due to lack of information before the test, you must identify this information immediately when your receive the test.)

3. Develop questions similar to the kind that you think will be on the test. (If you work with another student you can cover the information more efficiently.) Answer the questions. (If working with another student you can exchange questions for answering) Be sure to cover the full range of information from broad concept to important detail. The questions that you develop and answer should be equal in difficulty to the ones that you will meet on the test.

1. TOPIC: DEDICATED WORD PROCESSING VS. MICROCOMPUTERS FOR WORD PROCESSING (Small Business Computing)

2. DATA: Skim the article. Try to extract main concepts and important supporting detail. Then procede with the writing activity.

   List below 7-9 pieces of information. You do not have to write these data in sentence form - just get down the bits and pieces you select as quickly as possible.

   --

   --

   --

   --

3. Now write a sentence that summarizes all or almost all, the information you listed above. This assertion (an assertion is a sentence that states a relationship between two or more ideas or pieces of information) should not catalog or list all the above information, but rather should state a way in which all or almost all of these pieces of information are interrelated. In other words, what is the big idea implicit in these data? Write this "summary" assertion here:

4. Write a paragraph (100-150 words or so) that uses at least FOUR of the pieces of information from your list (#2) to explain, justify or prove the assertion you wrote in #3. Use this assertion as the main idea around which to organize your paragraph--i.e., make it serve as an organizing (controlling or main) idea. As you include each piece of information, be sure you connect it explicitly to your main idea.

5. Finally, write a sentence that summarizes the significance of what you have just written in your paragraph. This sentence should not restate your original assertion, but should go beyond it to clarify and/or expand what you said in the paragraph:

READING COMPONENT: STUDENT EVALUATION FORM

DIRECTIONS: For each statement please check the item that best expresses your evaluation of the Reading Course that you participated in. We would also welcome additional comments after any item or at the end of the form.

STUDENT PARTICIPATION

I was absent from the reading sessions
_____never.
_____one time.
_____more than one time.
_____more than half the sessions.
_____all of the sessions.

When I was absent I
_____made up all the work.
_____made up some of the work.
_____did not make up the work.

I completed
_____all of the homework assignments.
_____most of the homework assignments.
_____some of the homework assignments.
_____none of the homework assignments.

I applied the reading and learning skills in the course to which the reading component was attached
_____several times.
_____only once.
_____not at all.

I applied the reading and learning skills in other courses
_____several times.
_____only once.
_____not at all.

My participation in the reading class was
_____limited because I was not given a grade for it.
_____limited because I was not given extra credit for it.
_____would have been better if I had been both graded and given extra credit.
_____would have been the same either way.

QUALITY OF READING COMPONENT

The reading component provided me with
____ many new skills for attacking my coursework.
____ some new skills for attacking my coursework.
____ no new skills for attacking my coursework.

The reading class activities were
____ usually appropriate for the learning tasks in the course to which it was attached.
____ sometimes appropriate for the learning tasks.
____ inappropriate most of the time.

The homework assignments for the reading class were
____ usually related to the requirements for learning the material in the general course.
____ sometimes related to the learning tasks in the general course.
____ not related to the learning tasks in the general course.

The activities that were the most helpful were
____ Previewing the textbook and course objectives.
____ SQ3R (surveying and questioning within the chapters).
____ Finding the main ideas and textbook marking.
____ Working with vocabulary.
____ learning skills for notetaking in lectures
____ listening skills.
____ anticipating test questions and test taking skills.
____ writing summaries from the information in supplemental handouts.
____ other _____.

From the list above, the activity that was the least helpful was

_____.

The reading course component was
____ worth the time.
____ didn't help, but didn't hurt.
____ not worth the time.
____ unfair because everyone did not have to take it.

The teaching of reading and learning skills
____ should be a separate class component as it was in this case.
____ should be incorporated into the regular class by the regular instructor.
____ should be handled on an individual basis with students who need help.

PLEASE PLACE ANY ADDITIONAL COMMENTS ON THE BACK OF THIS SHEET.

4. Special Topic Resource and Process Manuals

During the second cycle of reading activity several teams developed guidelines or handbooks for local faculty. Some guidelines were designed to focus on a particular or special topic especially relevant to local concerns and priorities. Others were compiled as more of a comprehensive guide and addressed several techniques such as readability estimates, Cloze procedures and study guides. Often the handbooks served as basic materials for professional development workshops. In the process of compiling these handbooks, team members used local texts and instructional materials as the basis for excerpts, illustrations and examples in addition to drawing from the project (1981) resource manual.

This section includes faculty manuals compiled especially for this publication by Marlene Blumin, Coordinator of Basic Skills Development, Tompkins-Cortland Community College. To develop the three guides, she drew from procedures and materials developed by the team for their spring reading inservice workshops, and from materials developed by local faculty (identified on materials) for classroom application:

- Assessing Basic Skill Demands of Career Courses
- Creating A Student Manual
- Writing Better Objective Exam Questions

The manuals are included in their entirety as a resource for other two-year colleges addressing similar concerns.

In contrast, the fourth selection, Practical Pointers for Text Selection, is an excerpt from a manual developed by the team at New York City Technical College (Josephine Volpe, Business, and Team Leader) as a general introductory guide to the application of reading strategies within career content courses and programs.

FACULTY MANUAL:

ASSESSING BASIC SKILLS IN YOUR COURSES

Students use basic skills to master the content of their courses. As instructors, we need to become sensitive to the basic skill requirements in the courses we teach as well as in their need in the context of society.

Briefly, the high technology-communications society of today demands a greater level of basic and technical skills. Understanding new technologies, the conceptual foundation of the technology and the ability to manage that technology all require basic skills not essential a few years ago. Basic academic skills are essential, not only for success in college courses, but for satisfactory job performance, to qualify for job advancement and job change.

In order to identify the basic skills in your career courses, we must define what is meant by basic skills. A great deal has been written about basic skills, some of which does not provide a precise definition but rather assumes an understanding of the term. At the other extreme are definitions so detailed that expertise in the respective fields is needed to understand their subtleties, therefore rendering them confusing or unusable for the content area instructor. The intent of this section is to provide a definition of basic skills for career content area instructors to use to identify the basic skills in their courses and to describe the process for identifying these skills.

Basic skills in academia are competencies in reading, writing and mathematics. That is not to say that competencies in oral communication skills (speaking and listening), reasoning and studying are not important academic skills; they are important for students to use to achieve academic success. However, in this section, only reading, writing and mathematics will be described since they are the skills which are traditionally meant when the term "basic skills" is used.

As you go through this assessment, you will read about the specific skills, then assess them in your course as you complete each step as indicated. Therefore, pick a course that you teach.

Turn to the Basic Skills Assessment Chart (page 48) and fill in the course name on the line provided and return to this point.

Let's begin by defining specific reading competencies. The following are needed for students to do college work:

1. *Read for Facts*

Students need to be able to comprehend, use and develop the main ideas and details of an author. In some cases, the student may need to be able to summarize the information in their own words.

Written material presenting information through written directions, a series of steps in a procedure, a method of a process, etc. are situations which require the student to use this skill.

For example: Occupational textbooks, such as accounting, data processing, nursing, typing, etc., are written in such a way that the students need to read for facts in order to master the technical skills being taught.

[STEP 1] - *Turn to the Basic Skill Assessment Chart (BSAC) and place a check in the "fact" column if this is an essential basic reading skill in your course.*

2. *Read to Infer*

Students need to be able to interpret the author's meaning. They need to be able to infer the tone of the material, recognize the author's point of view, infer the author's meaning or purpose for writing, and recognize the method of writing used by the writer.

Written material presenting concepts sequentially, in a compare/contrast way or show a cause/effect relationship, require the reader to use this skill. Also, students may need to use this skill to recognize fact from opinion and/or the author's intent.

For example: Textbooks written for social science courses are examples which require the reader to use this reading skill.

[STEP 2] - *Turn to the BSAC and place a check in the "infer" column if this is an essential basic reading skill in your course.*

3. *Technical Terminology*

Students need to be able to define and use the technical terms in a course. This skill may require that the student acquire general as well as technical terminology in order to understand and think in the discipline.

Does the author define terms in context, are dictionary skills required since the author assumes an understanding of the technical terms, and/or does the student need to rely on their own decoding skills for recognizing unfamiliar words?

For example: The meaning of the general vocabulary words "safety" and "needs" are probably well known by students. However, the term "safety needs" in a psychology course takes on a very unique meaning. Therefore, the student needs to become proficient at acquiring and using technical terms.

STEP 3 - *Turn to the BSAC and place a check in the "terminology" column if this is an essential basic reading skill in your course.*

4. *Textbook Skills*

Students need to be able to use the features of a textbook such as, table of contents, headings and subheadings, index, glossary, visual aids, and study aids provided by the author in order to comprehend the information presented.

The importance of this skill will depend on how you assign the material and how the author has formated the text. Many of today's textbooks provide many aids, such as vocabulary lists, learning objectives, study questions and margin notes, and features such as indexes, glossary, graphs, illustrations. However, some textbooks lack these aids and provide a minimum of features for the student to rely on for mastering the content.

For example: If chapters are assigned out of the author's sequence, then the table of contents provides a less effective tool for the student. If sections of different chapters are assigned rather than an entire chapter at a time, then the effective use of headings and subheadings is an important tool for the student to use in order to understand the segments as a whole. These are just a few of the examples, but represent how each course must be viewed in terms of your individual approach.

STEP 4 - *Turn to the BSAC and place a check in the "textbook" column if this is an essential basic reading skill in your course.*

The next basic skill that will be described is writing. The following specific writing competencies are needed for students to do college course work:

1. *Mechanics*

Students need to be able to write mechanically correct sentences. Without mechanical skills, students may not convey their intended meaning.

Spelling, punctuation, capitalization, correct forms of verbs, possessives and plurals constitute some of the mechanical skills which may be used frequently in college written assignments and everyday written activities.

For example: Essay exam answers may be misunderstood due to the writer's lack of mechanical skills rather than lack of knowledge.

STEP 5 - *Turn to the BSAC and place a check in the "mechanics" column if this is an essential basic writing skill in your course.*

2. *Structure*

Students need to be able to select, organize and develop ideas in coherent sentences and paragraphs. The structure of a student's writing helps to convey the ideas to the reader.

Organization of ideas, development of ideas and parallel construction are examples of structure. These skills are particularly important when students need to be able to conceive ideas and express them coherently, to outline ideas, and to vary their writing style depending on the intended audience.

For example: Essay exam answers, lab reports, critiques, letters and term papers are examples of activities when students use this skill.

STEP 6 - *Turn to the BSAC and place a check in the "structure" column if this is an essential basic writing skill in your course.*

3. *Research Skills*

Students need to be able to gather information from a variety of sources. Primary and secondary sources are often needed to investigate disciplines.

Library skills, writing a report using research, using quotes, paraphrasing and summarizing as well as citing references are some of the research skills often needed for students to meet the requirements of written assignments.

For example: Required research papers and book reviews are examples of activities when students need to use their writing research skills.

STEP 7 - *Turn to the BSAC and place a check in the "research" column if this is an essential basic writing skill in your course.*

The last basic skill to be described is mathematics. The following are specific math competencies necessary for students to use.

1. *Computation*

Students need to be able to perform the computation of addition, subtraction, multiplication and division using whole numbers, fractions and decimals. These operations are used, not only in courses, but daily in our complex society.

For example: Many content area courses, other than mathematics, such as nursing, food preparation, etc., may require students to use these skills.

[STEP 8] - *Turn to the BSAC and place a check in the "computation" column if this is an essential basic mathematics skill in your course.*

2. *Measurements*

Students need to be able to solve problems involving traditional and metric measurement. Specifically, linear volume, area, and weight are measurements which students need to use. The need for these specific skills will obviously differ given the course content. However, the importance of this skill is obvious in daily life experiences.

For example: Many occupational courses such as food preparation, construction, and electronics may require that the student rely on this skill.

[STEP 9] - *Turn to the BSAC and place a check in the "measurement" column if this is an essential basic mathematics skill in your course.*

3. *Reasoning*

Students need to be able to make approximations as well as identify information, select the operation to be used and, then, solve the problem. Mathematical reasoning is built on the foundation of the fundamental skills of computation and measurement.

For example: Courses in the field of hospitality, marketing, pharmacology are just a few of those which may require the student to reason mathematically.

[STEP 10] - *Turn to the BSAC and place a check in the "reasoning" column if this is an essential basic mathematics skill in your course.*

4. *Tools*

Students need to be able to select and use the appropriate tools for problem solving. They need to be able to use paper-and-pencil techniques, calculators and computers. The complex society of today has moved these tools from rare to common usage.

For example: Pharmacology, construction and other occupational oriented courses may provide the opportunity for students to use the tools for problem solving.

[STEP 11] - *Turn to the BSAC and place a check in the "tools" column if this is an essential basic mathematics skill in your course.*

Your chart reflects the basic skills in your courses; each check mark identifies the specific skills needed to master your course content.

Review the skills that you have checked in view of your grading and testing policies. For example, if you checked mechanics, are students penalized for gross mechanical errors in their exams and/or written assignments? If not, this may be considered a skill that you would want your students to have but one that they do not need for a successful grade in your course. Are your exams asking for inferential types of information, but you have checked only the facts column? This will lead you to examining the basic skills you expect of your students and, yet, may be evaluating them differently.

This review of the chart and student expectations may help you see where you can incorporate the instruction of basic skills while teaching your content area. Also, the results of the chart can be used to see how your course builds on or complements the skill courses taught at your institution. What skill courses should be prerequisites or taken concurrently with your course?

Basic skills is receiving a great deal of press and is often a great frustration for content area instructors. Only when basic skills is viewed as the process for learning the content is it the responsibility of the instructor. Combining process and content facilitates teaching for the instructor and learning for the student.

Marlene Blumin, Basic Skills Coordinator

BASIC SKILLS ASSESSMENT CHART

Course: _____ Unit: _____

READING						WRITING				MATHEMATICS				
	Facts	Infer	Terminology	Textbook		Mechanics	Structure	Research		Computation	Measurement	Reasoning	Tools	

College J

FACULTY GUIDEBOOK:
CREATING A STUDENT MANUAL

INTRODUCTION

Should you use a manual? What is included in a manual? These are the basic questions to answer before you decide if it is appropriate for students in your course.

SHOULD YOU USE A COURSE MANUAL

An effective student manual can serve a variety of functions which, ultimately, help to make the teaching process easier and the student's learning more efficient. A course manual can (1) increase the student responsibilities, (2) increase the student's study skills, (3) enhance a changing content core and/or (4) acquaint the students to the course procedures. Every course and each group of students is unique and, therefore, the decision to use or not to use a course manual is yours alone.

The functions of a manual are:

Student Responsibilities. When students have a clear idea of what is expected of them and how to accomplish their expectations, assignments can be completed more accurately and on time. Students, also, can be better prepared for exams because they understand the goals and objectives you expect them to achieve.

Student Study Skills. The contents of a manual can help students study the course information more efficiently. Outlines of lectures and/or copies of transparencies used in class could be included so that the students spend less time copying and more time listening. Therefore, the student's listening is changed from extracting the important information from the less important to understanding "why" or "how" the essential facts relate to each other. The manual contents also help students organize the course material, this is particularly true if a variety of handouts are used. Preparing the necessary handouts

in advance, and placing them with other course materials, such as the syllabus, makes it easier for the student to access the required information.

Rapidly Changing Content. You may be teaching a course which is changing and an up-to-date textbook is not yet available. A student manual is an efficient way to provide current information in your content area. Magazine and/or journal articles may be a more appropriate source or supplement. The manual can include recent articles, which you want the students to read and to incorporate into your course.

Course Procedures. Some courses are taught in an atypical format, that is, independent study; others are taught in a variety of modalities, that is, films, discussion, guest lectures. A manual can detail pertinent information for the student so that they will know what to expect during the class meeting.

WHAT IS INCLUDED IN A MANUAL

Manuals can differ in their content, however, the overall purpose needs to be kept in mind. The student manual should: describe the course goals and objectives, describe the structure of the course, acquaint the student with their responsibilities, and provide information about the course procedures. What you include will depend on student needs as well as the materials and format of your course. Only the information that will help your students be successful in your course should be included. The following sections are typically included in a course manual:

Title Page
    Course Title and Number
Table of Contents
    Organized by topic or by units

[Sample #1]

Resources
Listing of materials and resource personnel as well as where they can be located

[Sample #2]

Course Purpose
Why the course is offered, what purpose it serves, how it fits into the curriculum, prerequisites, etc.

[Sample #3]

Course Description
An explanation of how the course will be taught and what the topics are as well as their sequence.

[Sample #4]

Objectives
Described for the whole course and/or for each unit.

[Sample #5]

Course Requirements and Grading Policy
What is expected of the students, what determines their assignment or test grades and how those grades affect the final grade. Include evaluation forms, if appropriate.

[Sample #6]

Faculty Listing
Name, office, and office hours.

[Sample #2]

Purpose of the Manual
Why you are using this manual and what the students need to know about it.

[Sample #7]

Content Information
Technical vocabulary, handouts, copies of transparencies, charts, illustrations, writing, reading and/or listening guides, etc.

[Sample #8]

General Reading and Writing Requirements
General guidelines such as the usual length or format, Cloze tests, textbook reading techniques, etc.

[Sample #9a and b]

Calendar
Important due dates

[Sample #10]

Readings
Articles or excerpts for the students to read

[Sample #11]

Bibliography
A listing of library resources

[Sample #12]

Course Forms
Examples of forms used in the course such as project contracts, self-paced progress forms, etc.

[Sample #13]

There are no absolutes when considering the content for inclusion in your student manual. The above are suggestions and only you can determine what needs to be included so that students efficiently learn your course content. However, a student manual should have a minimum of the following contents: title page, resources, purpose of course, course objectives, and course requirements and grading standards.

Marlene Blumin, Basic Skills Coordinator

Sample #1: Title Page and Table of Contents*

TOMPKINS CORTLAND COMMUNITY COLLEGE
NURSING PROGRAM

NU 205: Trends in Nursing

TABLE OF CONTENTS

	Page
Course Description	1
Course Objectives	2
Topic Outline	3
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Unit I - The Development of Nursing and Health Care	6-11
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*This example combines a title page with the Table of Contents.

J. Canham, NU 205: Trends in Nursing

Sample #2: Resources and Personnel

THE IMPORTANCE OF ATTENDANCE:

Attendance is very important because the course lasts only five weeks. Every lab hour that you miss you must make up the same week or the following week at the latest. To make up a lab, make an appointment with (name identified) in the Reading Lab.

You are allowed only one absence from class. For every absence from class after the first, you will lose five points.

WHO YOUR INSTRUCTORS ARE:

Instructor: _____

Office Hours: _____

Location of Office: _____

In the Reading Lab:

T.A.: (name identified) _____

Lab Hours: 8:30-4:30 Monday through Friday _____

Location of Lab: 280 _____

WHAT YOUR SCHEDULE IS:

CLASS:

LAB:

Resources

Notice that for this particular course, the Reading Lab is an important resource. Therefore, the student is told when and where the service is provided.

Diane Creel, Reading III

Sample #3: Purpose of Course

COURSE PURPOSE:

This Developmental Studies course is designed to improve the students' communication skills (listening and speaking) and the students' decision making, goal setting and problem solving skills. It is targeted to help the student succeed in the college experience.

EXPECTED COURSE OUTCOMES:

At the completion of this course, the student will have demonstrated effectiveness on the following skills: Listening, Problem Solving, Speaking, Goal Setting and Decision Making, achieving a cumulative minimum of 75 percent accuracy. The student will be able to demonstrate:

1) effective listening skills
2) effective speaking skills
3) effective goal setting skills
4) effective problem solving skills
5) effective decision making skills

Student Manual for PSED 104, Tompkins-Cortland Community College

Sample #4: Course Description*

BASIC READING AND VOCABULARY SKILLS

WHAT THIS COURSE IS:

This five-week course is designed to help you improve your basic reading and vocabulary skills. You will learn how to use word parts, context clues, and the dictionary to find the meanings of words. You will also be able to read sentences accurately, follow written directions, and find the main ideas and important details in paragraphs.

WHO SHOULD TAKE THIS COURSE:

You may be advised into this course based on your score on the College Guidance and Placement Test. During the first week of classes you will take the Stanford Diagnostic Reading Test to help us be sure you should take the course and to help you know what your reading strengths and weaknesses are. The course will help you strengthen your reading skills so that you will be able to enroll in the next reading courses; Reading 112: College Reading Skills and Reading 113: College Study Skills.

HOW THE READING LAB FITS INTO THE COURSE:

You will attend class three times a week and will go to the Reading Lab two times each week. The skills you need to improve your reading and vocabulary will be presented in class. You will practice those skills on materials provided for you in Reading Lab where you can receive tutoring on a one-to-one basis or in small groups. When you signed up for the course, you were scheduled for three classes. In the first week of classes you must sign up for two lab hours by going to the lab (280) and signing up with (name identified), T.A. in the lab.

*Note:

This combines course purpose and course description.

Diane Creel, Reading III

Sample #5: Course Objectives

EXPECTED COURSE OUTCOMES:

At the completion of this course, the student will have demonstrated basic reading and vocabulary skills, achieving a minimum of 80 percent accuracy in each skill. The student will be able to:

1. use word parts (prefixes, suffixes, and root words) to find the meanings of unknown words.

2. use context clues to determine the meanings of unknown words.

3. use a dictionary to find the appropriate definition of words with multiple meanings.

4. demonstrate comprehension of the meaning stated in sentences.

5. demonstrate following written directions:

6. demonstrate comprehension of the main ideas and primary supporting details stated in paragraphs.

COURSE CONTENT:

Objective 1: The student will be able to determine the meanings of unknown words.

1a. The student will be able to use word parts to find the meanings of unknown words.

1a:1 The student will be able to give the meaning of 16 of 20 common prefixes.

1a:2 The student will be able to give the meaning of 8 of 10 common suffixes.

1a:3 The student will be able to give the meaning of 16 of 20 common root words.

1a:4 The student will be able to give the meaning of 24 of 30 words containing a combination of root words, prefixes, and/or suffixes.

1b. The student will be able to use context clues to determine the meanings of unknown words.

1b:1 The student will be able to define a word in context by the use of punctuation in 10 of 12 words.

1b:2 The student will be able to define a word in context without the use of punctuation in 10 of 12 words.

1b:3 The student will be able to define a word in context through a contrast in 10 of 12 words.

1b:4 The student will be able to define a word in context by a general sense of the sentence, in 10 of 12 words.

1c. The student will be able to use the dictionary to find the appropriate definition of words with multiple meanings.

1c:1 The student will be able to select the correct definition from appropriate dictionary entries for 10 words presented in context with no more than two errors.

OBJECTIVE 2: The student will be able to demonstrate accurate comprehension of the stated meaning in a sentence.

2:1 The student will be able to answer questions about the meaning of sentences, given 10 sets of two sentences with the same combination of words but different punctuation, with 80 percent accuracy.

2:2 The student will be able to circle the correct referent in a series of sentences for 16 of 20 pronouns.

2:3 The student will be able to answer questions about the differences in meaning, given 10 sets of two sentences with the same combination of words but different qualifying words, with 80 percent accuracy.

2:4 The student will be able to answer questions about the meaning of compound-complex sentences with 80 percent accuracy.

OBJECTIVE 3: The student will be able to demonstrate following written directions.

3:1 The student will produce an accurate presentation for five sets of written directions containing no more than one error.

3:2 The student will list the steps in the correct sequence contained in five separate paragraphs with no errors.

OBJECTIVE 4: The student will be able to demonstrate comprehension of the main idea and primary supporting details stated in a paragraph.

4:1 The student will be able to underline the topic sentence that states the main idea in eight out of ten paragraphs.

4:2 The student will be able to list the stated primary supporting details in eight out of ten paragraphs.

Diane Creel, Reading III

Sample #6: Course Requirements and Grading Policy

COURSE REQUIREMENTS AND EVALUATION

1. Attendance--Students will attend all seminars regularly. Attendance at six of the eight seminars is required. Attendance will be taken and points will be earned in the final evaluation for participation as well as for participation in the panel discussions. If you have unavoidable absence, please notify the instructor.

2. Mid-Term and Final Examinations--As the prescribed format for the course developed by the University of California recommends taking a mid-term and a final, these will be required. However, to implement the instructor's policy, students who maintain an "A" average for the course will be EXEMPT from taking the final exam.

3. Class Tests--The student must take at least five (5) of the six (6) class tests as these are scheduled and on the date they are scheduled. Only one make-up test will be permitted under exceptional circumstances for absence.

4. Each student must prepare for class participation for at least one class panel discussion to be presented on the date scheduled. You will sign up for these topics at the first meeting (see directions for panel discussions).

5. Students must participate in all field activities related to this course when they are scheduled. In the event of unavoidable absence, you may substitute a duplicate field experience of your own and describe it in written format.

6. Students will be responsible for an evaluation or critique of all audio-visual presentations that are a part of the course content.

7. Evaluation Procedure--Grades will be based on the following point system:

Grading Procedures

Class Participation	Class Tests
A = 25	A = 15 x 5 = 75
B = 20	B = 10
C = 15	C = 5
D = 5	D = 1

Mid-Term Test	Final Exam
A = 25	A = 25
B = 20	B = 10
C = 15	C = 5

Panel Presentation

A = 25
B = 20
C = 10

Calculation of grades up to Final Examination is based on the maximum number of points you can accumulate during this semester.

Class Participation	= 25
Class Tests (A (15) x 5)	= 75
Mid-Term Test	= 25
Panel Presentation	= 25
	150
	$\frac{150}{5}$ = 30 points range

Grade Range by Points

A = 121-150
B = 91-120
C = 61-90
D = 31-60
NC= 0-30

Grade Range Including Final Exam

Participation	= 25
Class Tests	= 75
Mid-Term Test	= 25
Panel	= 25
Final Exam	= 25
	175 = 35 points range

A = 141-175
B = 106-140
C = 71-105
D = 36-70
NC = 0-35

Lucille S. Baker, SOCI 201, American Families in Transition

Sample #7: Purpose of Manual

TO THE STUDENT:

This manual has been designed to assist you through this course by providing information concerning your responsibilities and assignments and also by describing the progress you should have made at the completion of each individual unit of study. Almost all questions you are likely to ask are answered in this manual. Your progress through the program will depend in part on your familiarity with this information. Your instructor will re-assign sections of the manual for each unit of work if appropriate.

If you feel you need the help of a tutor as you progress through the course, my secretary will make the necessary arrangements at any time (Mr. George Jones, Room 459, Swan Hall, weekdays 8-12 and 1-5, telephone extension 2357).

Grace Smith
Professor, Civil Engineering

Sample #8: Content Information - Handout

GOAL-SETTING FORM

1. What is your goal? _____

_____

_____

2. What strengths do you possess that will help you achieve your goal?

_____

_____

_____

3. What values lead you to choose your goal? _____

_____

_____

_____

4. What personal obstacles (shortcomings) will keep me from achieving my goal?

   1. _____
   2. _____
   3. _____
   4. _____

5. What obstacles in the world will keep me from achieving my goal?

   1. _____
   2. _____
   3. _____
   4. _____

_____

Student Manual for PSED 104, Tompkins Cortland Community College

Sample #9a: Cloze Test

Name_____

Directions: Please fill in each blank with the one word you think fits best.

INCOME STATEMENT ACCOUNTS

The theory of debit and credit in its application to revenue and expense accounts is based on the relationship of these accounts to capital. The net income or _____ net loss for a _____, as reported on the _____ statement, is the net _____ or the net decrease _____ capital resulting from operations.

_____ increases capital; and just _____ increases in capital are _____ as credits, increases in _____ during an accounting period _____ recorded as credits.

Expenses _____ the effect of decreasing _____; and just as decreased _____ capital are recorded as _____, increases in expense accounts _____ recorded as debits. Although _____ to expense accounts signify _____ in capital, they may _____ be referred to as _____ in expense. The usual _____ is to consider debits _____ expense accounts in the _____ sense (increases in expense) _____ than in the negative _____ (decreases in capital). The _____ of debit and credit _____ applied to revenue and _____ accounts are shown in _____ diagram on the next _____.

At the end of _____ accounting period the revenus _____ expense account balances are _____ in the income statement. _____, usually at the end _____ the accounting year, all _____ and expense account balances _____ transferred to a summarizing _____ and the accounts are _____ said to be closed. _____ balance in the summarizing _____, which is the net _____ or net loss for _____ period, is then transferred _____ the capital account (to _____ retained earnings account for _____ corporation), and the summarizing _____ is also closed. Because _____ this periodic closing of _____ accounts, they are sometimes _____ temporary capital, or nominal, _____. The balances of the accounts reported in the balance sheet are carried forward from year to year and because of their permanence are sometimes referred to as real accounts.

Sample #9b: Textbook Study Guide

1. Surveying your textbooks:

   This section of the guide is intended to acquaint you with the texts and how the author organized, or planned, the information.

   DIRECTIONS: Complete the following questions using "A" for one textbook and "B" for the other.

   A. Name of textbook_____
   Author_____Copyright date_____

   What does the preface tell you about the subject and plan of the book?

   _____

   _____

   _____

   B. Name of textbook_____
   Author_____Copyright date_____

   What does the preface tell you about the subject and plan of the book?

   _____

   _____

   _____

2. How to read your assignments:

   This section of the guide is intended to guide you through your reading assignments. The steps that follow should be used to complete all assignments, using your textbooks and the syllabus as helpful aids.

   1. Use the content outline in the syllabus to show you what topics you will be covering in the assignment.
   2. Refer to the unit objectives in the syllabus to identify the specific information you need to know.
   3. Read the textbook assignments with the unit objectives in mind.
   4. After reading, test yourself on the objectives.

E. McMullen and M. Blumin, NURS 101

Sample #10: Assignment Calendar*

ESSAY GUIDELINES

I. Assignment: Write a two-page essay to illustrate to a working parent whether or not it is possible to beat the high costs of college. (To illustrate means to use examples.) In your first paragraph, be sure to tell exactly what main point you want to make about college costs. Then use specific factual details to support your position.

II. Collection: I'll collect different features of this assignment according to the following schedule:

A. Outline.....March 1
B. Main idea statement.....March 5
C. Bibliography.....March 15
D. Completed paper.....March 28

III. Steps in Manuscript Preparation

A. Stages of Writing--This writing task, like most others should proceed through a number of stages. For best results, give each stage its due--brainstorming, outlining, writing the drafts, etc.

B. Research

1. Stages of Research--Remember to take care as you move through each stage of your research--finding sources, making notes, documenting sources, etc. In section II, I have listed collection dates. On the basis of the first date, create a calendar which indicates when you will perform each of the research tasks listed. I will collect your calendars on February 15.
2. Identify Sources--Use the Social Science Index to locate at least two articles on the subject.
3. Cite your sources within the text in one of these two ways:

(a) by naming the source directly in your paper
(b) through footnotes (Remember: A footnote entry is different from a bibliography entry.)

4. Prepare a bibliography which identifies the sources used in developing your paper.

IV. Special Considerations

A. Writing Errors

1. Check your papers carefully for your usual errors, but especially for sentence fragments. Look at the list of symbols distributed to you.
2. Look carefully at your personal spelling list so you are aware of the words that give you trouble.

B. Proofreading--Proofread your rough draft and your final draft. Submit the following statement with your assignment. "I have read my paper carefully for my usual problem areas, such as _____ and have corrected those mistakes as best I could. I went to the Writing Lab on _____ for special help."

_____
Signature

*Note:

This combines important dates and writing requirements.

P. Yantz and N. Seyfried, PSED 104

Sample #11: Readings

BRAINSTORMING TECHNIQUES

"BRAINSTORMING" is a word we use for a certain way to think up many ideas very quickly. It is very useful when you are making decisions, solving problems, etc. as a group. It is a technique we will use very often in this course. It is also a very easy technique to learn--and usually fun to use.

Basically, brainstorming is used to produce many different ideas very quickly. To brainstorm, the class (or a team within the class) should suggest as many ideas as they can think of. Everyone should speak up, one after another, and very rapidly. Someone (or more than one person) should write down the ideas. As you brainstorm, you should follow these rules:

- Never judge anyone's suggestion--don't criticize or comment on them.
- Work for quantity of ideas, not quality--the longer the list, the better you have brainstormed.
- Expand on each others' ideas--add to them, change them, make them different.
- Encourage far-out ideas--weird, funny, silly, strange ideas are encouraged.
- Record each idea--write down at least a key word or phrase.
- Set a time limit--and stick to it (usually 5-15 minutes)

What happens when you use this technique? You get a long list of ideas, some good, some bad, some strange. Then you can get serious and careful, and start picking out the good ones, the possibilities. But the best way to get a long list to pick from is to use the brainstorming techniques.

P. Yantz and M. Seyfried, PSED 104

Sample #12: Bibliography

UNIT VI - The Politics of Nursing

Bibliography

Articles

A. Professional Organizations

"ANA Convention: 1978," Nursing Outlook, Aug., 1978, pp. 500-507.
"ANA Convention, 1978," ANA, July 1978, pp. 1231-1246.
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"ANA Interviews the ANA President," ANA, Junr, 1978, pp. 1018-1021.
Capuzzi, Cecelia. "Power & Interest Groups: A Study of ANA & AMA," Nursing Outlook, August 1980, pp. 478-482.
NLN Convent Report, Nursing Outlook, June 1979, pp. 398-405.
Smith, Gloria. "From Invisibility to Blackness: The Story of the National Black Nurses' Association," Nursing Outlook, Apr. 1975, pp. 225-229.
Zimmerman, Anne. "ANA: Its Record on Social Issues," AJN, Apr. 1976, pp. 588-590.

B. Legislative Process

Cowart, Marie. "Teaching the Legislative Process," Nursing Outlook, Dec. 1977, pp. 777-778.
Donley, Sr. Rosemary. "An Inside View of the Washington Health Scene," AJN, Nov. 1979, pp. 1946-1949.
Hughes, Elizabeth and Proulx, Joseph. "Learning About Politics," AJN, Mar. 1979, pp. 494-499.
Nathanson, Iric. "Getting A Bill through Congress," AJN, July 1975, pp. 1179-1181.

C. Seeking the Job

Cuthbert, Betty L. "Please List Three Names," AJN, Oct. 1977, pp. 1596-1599.
DelBueno, Dorothy and Quaife, Marjorie. "Special Orientation Units Pay Off," AJN, Oct. 1976, pp. 1629-1631.
Fleming, Barbara, et al. "From Student to Staff Nurse: A Nurse Internship Program," AJN, Apr. 1975, pp. 595-599.
Hogstel, Mildred. "Associate Degree and Baccalaureate Graduates: Do They Function Differently?," AJN, Oct. 1977, pp. 1598-1600.
Kaiser, Pamela. "Ten Steps to Interviewing Job Applicants," AJN, Apr. 1978, pp. 627-630.
Parker, Mary. "How to Write Your Resume," AJN, Oct. 1979, pp. 1739-1741.

Sample #13: Course Forms

PRETEST: ROOT WORDS AND COMBINING FORMS

Here are some common root words and combining forms. How many do you know?

DIRECTIONS: Write the correct meaning for each root word or combining form.

ROOT WORD/COMBINING FORM	DEFINITION
1. aud	
2. chron	
3. cred	
4. vert	
5. dict	
6. graph	
7. man, manu	
8. mort	
9. ven(e)	
10. phon	
11. biblio	
12. bio	
13. gam(y)	
14. gyn	
15. phobia	
16. poly	
17. port	
18. vis, vid	
19. duc(t)	
20. gress	
21. cede, ceed	
22. path	
23. mit/mis	
24. tang	
25. voc	

Diane Creel, Reading III

College J

FACULTY MANUAL:

WRITING BETTER OBJECTIVE TEST ITEMS

INTRODUCTION

Writing test questions can be a rewarding experience, especially before the students take the exam and before tests are graded. Reviewing the test items, after results are gathered, helps us see the items through the eyes of our students.

We will be looking at a way to improve writing objective test items. First we will look at using objectives to write test items, general guidelines for test writing, and specific guidelines for objective tests, that is true/false, multiple choice and matching.

EXAMINING COURSE OBJECTIVES

The course objectives state the type of learning expected of your students. They should include the information you want them to learn and how you expect the students to use it.

For example:

Look at your course objectives and choose one to use for writing an objective test item. If you do not have a unit or course objective, take a few minutes now to write one that includes the information you want the students to know and how you want them to use it.

Before we begin to write test items, let's look at how an objective can be written to a accurately communicate the learning expectations you have for your students.

Examples: [Display Sheet #1]

Since the focus of this is improving test items, I do not want to belabor the importance nor place heavy emphasis on the writing of objectives. I feel it is sufficient, for now, to say that the more accurate the objectives are in identifying the type of information you want your students to learn and how you want them to use that information, the easier the test writing task becomes.

Display Sheet #1*

The student will be able to:

define credit and debit

or

identify instances of credit and debit, given specific examples

or

describe the financial condition of a company, given credit and debit information

or

display the monthly credits and debits by management function and portray the financial position of a company

*The display sheets are in a format usable as overheads.

Now put the objectives aside for a few moments and let me share some general guidelines for writing a test.

GENERAL GUIDELINES FOR WRITING TEST ITEMS [Display Sheet #2]

Keep the following guidelines in mind for all tests, regardless of the types of questions asked.

1. Examine test items to make sure they relate directly to the instructional objective. Since, in most cases, a test item measures the student learning, the question should represent what the objective states and the work the student does in class and in assignments. The objectives inform students of what and how to acquire the knowledge; the test questions should reflect the objective.

2. Make sure directions are worded clearly so that students understand what they are to do in order to answer the questions.

3. Make sure the directions stand out from the questions. This draws the students' attention to the directions and it becomes clear where the questions begin and the directions ended.

4. Include the point value distribution. This helps the testwise student use the time wisely.

5. Group the same types of questions together; for example, all true/false in one section and all multiple choice questions in another. This makes it easier for the student to read; less distraction from repeated directions. The momentum of answering a given type of question is maintained rather than broken up.

6. If using the same type of questions, organize the questions by topic. This makes it easier for the student to read and respond to; their mindset is on a particular topic and they answer the

Display Sheet #2

GENERAL GUIDELINES FOR WRITING TESTS

1. Examine test items to make sure they relate directly to the instructional objectives.
2. Make sure directions are worded clearly.
3. Format the test so that the directions stand out from the questions.
4. Provide the point value for each question or type of questions.
5. Cluster the same types of questions if a variety is used on the test.
6. Organize the questions by topic.
7. Administer an appropriate number of questions.

series of questions on that topic rather than shifting from one to another and then back again which can cause careless errors.

7. Write a test that is appropriate in length. A general gauge to use is less than two multiple choice, three true/false, or four matching questions per minute. Essay questions will vary but consider time for organizing thoughts as well as the amount of information required in the answer.

Keep in mind your tests are trying to measure the students' knowledge not their ability to solve a puzzle nor a gauge of their test sophistication.

WRITING TRUE/FALSE TEST ITEMS

True/false questions can be written to test different types of learning, not just recall or knowledge. True/false test items are composed of two parts: a statement of fact or relationship and a set of choices.

Example: [Display Sheet #3]

The statement is usually a declarative sentence preceded or followed by a set of responses. The set of responses can contain two choices, for example, true/false, fact/opinion, agree/disagree, etc. The choices can also consist of more than two choices, for example, true/false cannot be determined, agree/disagree/fact. Or two choices plus a completion can be the set of responses in a true/false test, for example, true/false and a blank line provided to be filled in.

Example: [Display Sheet #4]

Clear directions are important especially when multiple response choices are required for each item. In addition, the following guidelines should be kept in mind when writing true/false items. [Display Sheet #5]

Display Sheet #3

Fact:

Thomas Jefferson wrote the Declaration of Independence.

Relationship:

A perception of futility by the voting population is a viable explanation of why 54% of those eligible voted in the 1976 presidential election.

Display Sheet #4

TRUE/FALSE ITEM EXAMPLES

T F Maslow's hierarchy of needs includes safety.

T F I Maslow's hierarchy of needs are: physiological, safety, esteem and self-realization.

T F __ In Maslow's hierarchy of needs, **status** preceeds safety.

Display Sheet #5

GUIDELINES FOR WRITING TRUE/FALSE TEST ITEMS

1. Write clear statements

   Watch for: ambiguous terms
   broad statements
   two ideas in one statement
   negative statements

2. Avoid unintentional clues

   Watch for: absolute terms
   ambiguous terms
   answer patterns
   statements of varying length

3. Avoid testing trivia and irrelevant information

Examples: [Display Sheet #6--a, b, c, d, e]

1. Write clear statements. Be careful of using ambiguous terms (6a) and statements which are too broad. Avoid two ideas in a statement (6b): it is better to create two separate test items. Also, negative statements should be used sparingly if at all.

2. Avoid unintentional clues (6d). The guess factor can become greater when terms such as absolutes (6c), especially in the Humanities and Social Sciences, or ambiguous ones are used. Also, avoid answer patterns and keep the statements of comparable length.

3. Avoid testing trivia and irrelevant content (6e). Remember test items should be related directly to the learning objectives and insignificant ideas and details should be avoided.

Take a few minutes to write a true/false question based on the objective you wrote or chose earlier. Or take copies of your exams and critique the true/false questions written on them.

WRITING MATCHING TEST ITEMS

Matching test items are composed of three parts: the directions, a set of problems to be solved (premises) and a list of choices. The purpose of a matching question is to test the students' ability to identify a relationship between the premises and choices. This relationship can be a recall of information (i.e., definitions, terms, events, dates, achievements, people, etc.) or an application of information (i.e., examples, terms, functions, parts, etc.). The following is a list of guidelines to keep in mind when writing matching test items [Display Sheet #7].

1. Write clear directions. Directions should specify the relationship between the premise and the choice, state whether responses can be used more than once and indicate where to write the answer. This clarifies the task for the

Display Sheet #6--a, b, c, d, e

Instructors enjoy a considerable degree of autonomy.

The objective reality of danger rather than its anticipation is the more significant source of stress.

All politicians are honest.

Time can be seen as an enemy of the student; there is either too much or not enough.

Leonardo da Vinci was born in 1452.

Display Sheet #7

GUIDELINES FOR WRITING MATCHING TEST ITEMS

1. Write clear directions.

   Include:
   a) the relationship between the premise and the choice
   b) number of times the choice can be used
   c) where to write the answer

2. Use consistent premises and choices.

3. Avoid wordiness in the items.

4. Use a minimum number of items.

5. Arrange each column of items in a logical order.

6. Use an unequal number of items in either column.

students and reduced the guess factor, if the same choice can be used more than once.

Example: [Display Sheet #8]

2. Use consistent premises and choices. Consistency makes all choices plausible and, therefore, reduces the guess factor for students who have not mastered the information.

   Example: [Display Sheet #9]

3. Avoid wordiness in the matching items. When you limit the length of the premises and choices, you increase the chances of an accurate indication of the students' knowledge.

4. Use a minimum number of items. When the items are few in number, the question is less time consuming to read and less tedious to answer. Try to keep the number at ten, give or take a few.

5. Arrange each column of items in a logical order. The arrangement of the items should be alphabetical or arranged in any other logical sequence which will make it easier to read and make the matching task straightforward.

6. Use an unequal number of items in either column. Reduce the process of elimination, as a test taking strategy, by having an unequal number of choices to be matched or making some choices fit more than once.

   Example: [Display Sheet #9] (Although each column has the same number, one choice will not be used at all.)

Now, take a few minutes to write a matching question, using the objective you wrote or chose earlier. If you have a matching question on your exam, critique it using the guidelines.

Display Sheet #8

Original:

Directions: The following is a list of quotations. You are to select the word from the list on the right that best describes the quotation.

Revised:

Directions: On the line to the left of each quotation in Column I, write the letter of the defense mechanism in Column II that is described. Each defense mechanism may be used more than once or not at all.

Display Sheet #9

MATCHING EXAMPLES

DIRECTIONS: ON THE LINE TO THE LEFT OF EACH QUOTATION IN COLUMN I, WRITE THE LETTER OF THE DEFENSE MECHANISM IN COLUMN II THAT IS DESCRIBED. EACH DEFENSE MECHANISM MAY BE USED MORE THAN ONCE OR NOT AT ALL.

COLUMN I		COLUMN II
___1.	"MY SON CAN DO NO WRONG."	A. PROJECTION
___2.	"I AM NAPOLEAN."	B. DENIAL
___3.	"EVERYONE IS BASICALLY DISHONEST."	C. EVOLUTION
___4.	"EVERYTHING IS FINE."	D. RATIONALIZATION

NOTE: Since evolution is not a defense mechanism, it affords the student the opportunity to guess or use process of elimination.

WRITING MULTIPLE CHOICE TEST ITEMS

A multiple choice question is composed of two parts: the stem and the choices. Once again these questions can be written to measure the students' ability to recall facts, to apply information, to evaluate information, etc.: any level of cognition can be measured with a multiple choice question. The following is a list of guidelines to keep in mind when constructing multiple choice test items [Display Sheet #10].

1. Write the stem as a definitive statement to be completed by one of the choices. This helps students clearly understand what is being asked and prevents them from reading into the question.

Example: [Display Sheet #11]

2. Avoid wordiness. Keep the amount of reading at a minimum and eliminate irrelevant material. This helps eliminate the students' confusion due to wordiness and presents a more accurate reflection of their knowledge.

Example: [Display Sheet #12]

3. Write the choices so that only one response is considered the best or correct. Test items which have more than one correct answer create students' frustration and provide limited information to the instructor regarding the students' problems or knowledge.

Example: [Display Sheet #13 - 1] (Notice that choice a or b could be considered correct.)

4. Avoid negative stems. The use of negative terms tends to emphasize the students' reading skills rather than their cognitive skills. However, if they must be used italicize, capitalize or underline the negative terms.

Display Sheet #10

GUIDELINES FOR WRITING MULTIPLE CHOICE TEST ITEMS

1. Write the stem as a definitive statement to be completed by one of the choices.
2. Avoid wordiness in the stem and choices.
3. Write the choices so that only one response is considered the best or correct.
4. Avoid the use of negative terms in the stems.
5. Avoid obviously incorrect choices.
6. Avoid clues, for the correct choice, in the stem.
7. Use "all of the above" and "none of the above" sparingly, if at all.
8. Avoid unintended sources of difficulty.
9. Arrange the choices in a logical order.
10. Avoid patterns of responses.
11. Use the same number of choices for each item.

Display Sheet #11

Original:

The Beaufort scale

a. measures wind velocity
b. was developed by the British
c. is used on weather maps
d. measures precipitation

Revised:

The Beaufort scale is used on weather maps to indicate

a. air pressure
b. air temperature
c. precipitation
d. wind velocity

Display Sheet #12

Kurt Vonnegut, Jr., a controversial contemporary American science fiction writer and social critic, wrote which one of the following books?

a. **Shogun**

b. **Player Piano**

c. **The Women's Room**

d. **Thorn Birds**

Operant behaviors such as talking or writing are more powerfully influenced when reinforcement is

a. delayed.

b. immediate.

c. not used.

d. self-administered.

Display Sheet #13

Which of the following was a cause of widespread economic hardship in the Old World before the turn of the century?

a. Cheap American farm products drove down the prices of European farm prices.

b. Industrialization brought unemployment and low wages.

c. The railroads supplanted many previously important industries.

In what way did the styles of women's clothing in 1950 differ from those in 1900?

a. They showed more beauty

b. They showed more variety

c. They were easier to clean

d. They were easier to live in, work in, move in and were generally less restrictive.

5. Avoid obviously incorrect distractors as choices. Plausible choices help to prevent the students' from relying on a process of elimination when answering the items.

6. Avoid clues, for the correct choice, in the stem. Factors such as grammatical clues, the use of absolute terms, excessively long choice, and the repetition of terms used in the stem provide clues for the testwise student.

Example: [Display Sheet #13 - 2] (The last choice could be rewritten to read:

d. they were functional.)

7. Use "all of the above" and "none of the above" sparingly, if at all. "None of the above" is a better choice because the students must read each choice: "all of the above" can be eliminated by testwise students without reading all the choices. The use of guessing occurs more when these choices are used in test items.

8. Avoid unintended sources of difficulty. Technical terminology, if not the intent to test, should not be used to increase the difficulty of the test item.

Example: [Display Sheet #14 - 1]

9. Arrange the choices in a logical order. The logical sequence helps students to read the series quickly to find the correct answer.

Example: [Display Sheet #14 - 2]

10. Avoid patterns of responses. The correct answer should appear in each possible position an equal number of times and in random order: the tendency to bury the correct answer in either B or C is thus avoided.

Display Sheet #14

Original:

The concept of the plasma membrane as a simple, cribriform structure is...

Revised:

The concept of the plasma membrane as a simple sieve-like structure is...

Original:

a. 1960
b. 1930
c. 1942
d. 1973

Revised:

a. 1930
b. 1942
c. 1960
d. 1973

11. Use the same number of choices for each item. Try to maintain a consistent number of choices because it will be easier to read and less time consuming for the student.

Take a few minutes now to write a multiple choice question from the objectives you identified or wrote earlier or critique the multiple choice items on your test.

Keep in mind your tests are trying to measure the students' knowledge and not their test sophistication. The more you improve the format, directions and test items, the greater you impact the test's validity and reliability.

Marlene Blumin, Basic Skills Coordinator

College H

PRACTICAL POINTERS FOR TEXT SELECTION

After a brief examination of any textbook, it may seem adequate for adoption. Upon closer scrutiny, the adopter can observe flaws in either the writing and/or publishing of the textbook. The adopter should also consider the effect that any textbook will have upon the student's ability to read and comprehend the printed material, including supplementary graphs, charts, and illustrations.

Read the excerpt (the seventh page) below from a recent text provided by a publisher to the college. What can you determine to be the relative strengths and weaknesses?

Anticipation requires the firm to research consumers' desires; *stimulation* arouses consumers to want the product; *facilitation* makes it easy for consumers to buy; *regulation* spreads demand through the year; *satisfaction* fulfills consumers' expectations.

Anticipation of demand requires a firm to do consumer research on a regular basis in order to develop and introduce offerings that are desired by consumers. *Stimulation* of demand is arousing consumers to want the firm's offering through attractive product design, intensive promotion, and other strategies. *Facilitation* of demand is the process whereby the firm makes it easy to buy its offering through convenient locations, availability of credit, well-informed sales staff, and other strategies. *Regulation of demand* is needed when consumers desire the firm's offerings at peak-time periods but not during the rest of the year, or desire more of the firm's offering than is available; then the firm's goal is to spread demand throughout the year, or to *demarket* its offering (reduce overall demand for the firms's offering in short supply). *Satisfaction* of demand involves product performance, safety, availability of options, aftersales service, and other factors. Consumer expectations must be satisfied through ownership or use of a product or service.

Users' needs and characteristics determine *consumer demand*; other groups' needs and characteristics determine *publics' demand*.

Consumer demand refers to the characteristics and needs of final consumers, industrial consumers, channel members (such as wholesalers and retailers), government institutions, international markets, and nonprofit institutions. A firm may appeal to one or a combination of these. *Publics' demand* refers to the characteristics and needs of employees, unions, stockholders, consumer groups, the general public, government agencies, and other internal and external forces that affect company operations.

Products, services, organizations, people, places, and ideas all can be marketed.

Marketing involves *products* (durable and nondurable), *services*, *organizations*, *people*, *places*, and *ideas*. The marketing process is not complete until consumers and publics *exchange* their money, their promise to pay, or their support for the offering of the firm, institution, person, place, or idea.

Exchange completes the process.

Some examples of the broadened definition of marketing are a person voting for a presidential candidate or selecting a college after seeing a television commercial, a museum selling art and art classes, a dairy trade association promoting the "Grade A Way" for milk, the change in a

One favorable point for the text is the author's comments in the left margin to simplify the verbage of the written paragraphs. The brief marginal notes make it easier for the borderline student to understand the substance of the text.

As for the flaws, there are several problems. Note the definition of marketing. Why did the authors wait until page 7 to give the most important item in the first chapter of this basic marketing textbook?

In each field of endeavor, evidence normally is given to cite the authenticity of the definition; e.g., American Marketing Association. Since the definition represents the authors' original thoughts, the said definition may hinder some students' ability to learn and relate to others what has been read. Ask yourself if you were in the place of the average student in your class, would you have difficulty in reading and comprehending the definition and the explanatory paragraph? The paragraph following the definition would only succeed in frustrating many college students, especially the weaker readers since too many new terms are crammed into one monster paragraph.

It would have been wiser through better organization and simplification to present the material on page 7 in terms which would be more palatable as well as readable for the average and less-than-average students to comprehend.

Assume you were going to adopt a mathematics textbook. Based upon the following samples, which one would you select?

A. Table 1.1 Positional Notation: Whole Numbers and Decimal Numbers

millions	hundred thousands	ten thousands	thousands	hundreds	tens	ones	Decimal Point	tenths	hundredths	thousandths	ten-thousandths	hundred-thousandths	millionths
3	8	6	2	5	7	0	.	0	0	0	6	8	3

Whole Number (increasing size) | Decimal Number (decreasing size)

. . . the 2 is in the tens position, indicating 2 tens; the 6 is in the hundreds position, indicating 6 hundreds; and the 3 is in the thousands position, indicating 3 thousands.

A decimal number is often referred to as a *decimal fraction* because the number is expressed as some integral power of 10 (10, 100, 1000, etc.) and should be read tenth, hundredth, thousandth, etc. For example, in the number .752, the 7 is in the tenth position, indicating 7 tenths; the 5 is in the hundredths position, indicating 5 hundredths; and the 2 is in the thousandths position, indicating 2 thousandths.

In reading a number, the word *and* is used to indicate the separating point between the whole number and the decimal (fractional ending). In writing a number, a hyphen (-) is used in compound numbers less than 100—for example, twenty-six and fifty-eight. Also, numbers of more than three digits are generally written with commas preceding every third digit to the left of the decimal point. This breaks the number into easily read groups of digits, with each group having a name. For example, for the number 100,000,000,000, the first group on the right is the units group; the second, thousands; the third, millions; and the fourth, billions. Thus, the number in Table 1.1 should be written 3,862,570.000683 and is interpreted as three million, eight hundred sixty-two thousand, five hundred seventy, and six hundred eighty-three millionths.

B. *Decimal fractions* are fractions in which the denominator is a multiple of ten such as 10, 100, 1,000, etc. It is not necessary to write the denominator each time a decimal fraction is written because our number system is positional. Each position represents a different multiple of ten (Fig. 1-1). Example 1 illustrates how to read a decimal correctly.

MILLIONS	HUNDRED THOUSANDS	TEN THOUSANDS	THOUSANDS	HUNDREDS	TENS	UNITS	TENTHS	HUNDREDTHS	THOUSANDTHS	TEN THOUSANDTHS	HUNDRED THOUSANDTHS
1,000,000	100,000	10,000	1,000	100	10	1	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1,000}$	$\frac{1}{10,000}$	$\frac{1}{100,000}$

figure 1.1 place value

example 1: .346 is read as $\frac{346}{1,000}$

.07 is read as $\frac{7}{100}$

5.83 is read as 5 and $\frac{83}{100}$

To change a decimal to a common fraction, read the decimal out loud and then write it down. If necessary, reduce the fraction.

example 2: Change .75 to a common fraction.

$.75 = \frac{3}{\frac{25}{100}}$ This should be reduced.

$\frac{4}{}$

$= \frac{3}{4}$

example 3: Change 3.125 to a common fraction.

$3.125 = 3\frac{\frac{1}{125}}{1,000}$ $= 3\frac{1}{8}$

$\frac{8}{}$

-94-

In Figure 1.1 the most important concept, the decimal point, is missing, whereas in Table 1.1 the author has used a more appropriate illustration to show the decimal values. Also in Table 1.1 a reminder has been included about increasing or decreasing size of the numbers. The concept presented in the textbook (Figure 1.1) may not be the same thought you wish to share with your students as the concept of a "decimal fraction" may be confusing for some students. There is a final danger in Figure 1.1 that you have to teach to accommodate the textbook, which may not be the right concept as you have taught the subject matter. Which would you prefer your students to say that .346 must read as $\frac{346}{1.000}$ or should it be expressed as 346 thousandths?

The instructor should also pay close attention to the use of tables, graphs, charts and illustrations for flaws. Examine the excerpts on the following pages. What errors can you spot?

Table 19 entitled Departmental Sales appears at the bottom of the page from which raw data were used to construct the bar graph. How does one prepare a bar graph unless raw data are presented first? Since the opening paragraph mentions graphs and tables, it would have been wiser to give an illustration of a table right after the paragraph.

Examine the bar graph (Figure 1). How many cars were sold in the range of $2,500 to $2,999? The publisher could have enlarged the scale on the vertical axes to make the meaning clearer. As a graphic, the use of the bar graph illustrates how not to present useful and meaningful information to the student.

In viewing the two circle graphs, it would be difficult for a student to see the comparative differences between last year and this year. The author misused the purpose of the circle graph. Moreover, the brief explanation of the pie chart does not give the student proper direction in the construction of this graphic. For example, in the circle graph, this year men's wear represents 24.5% of the total sales, an amount which the student would have to find since the table lacks this data. (The amount of total sales for this year was $152,750.)

If men's wear was 24.5% of the total business, then how is this percent plotted on the pie chart? The author fails to mention that the student must multiply .245 x 360° to obtain the product 88° or almost 1/4 of the circle if the graphic is to present a true picture.

Not all the faults can be assigned to the author as the publisher must share some blame too. The publisher could have used a better format in presenting the subject matter and by enlarging the various tables and graphs would have presented a clearer picture for the students. Even a simple adjustment, such as using larger type, would have made this textbook more readable.

GRAPHS AND TABLES

Graphs and tables may be used to display any kind of statistical data and are, therefore, an important part of statistical work. Tables are used primarily to present a summary of specific data in a relatively precise form, whereas graphs are used to present close approximations of statistical data in a more general form. The chief advantage of using graphs to present statistical data is that a graph generally presents data in such a way that significant relationships can be grasped without intensive study and often at a single glance.

Three basic types of graphs are the bar graph, the circle graph, and the line graph. Modifications of these three types may be used when a special purpose graph is needed. For example, a bar graph may be constructed by substituting special symbols such as people, automobiles, light bulbs, or any other appropriate symbols for the original bars.

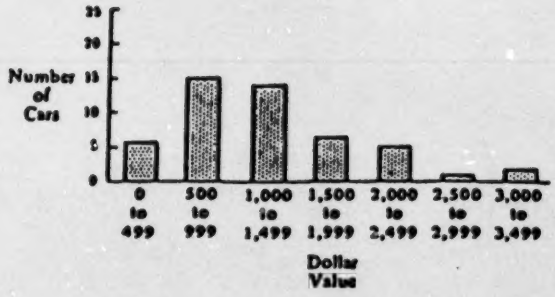

Figure 1. Number of Automobiles Sold, by Price Class for Six-Month Period, January–June, 19__

BAR GRAPH

The bar graph is especially suitable for showing relationships among values of the same kind. The data presented in Example 4 are shown in graphic form in Figure 1 to illustrate the technique of constructing a bar graph. Special consideration should be given to the space between bars—usually about one-half the width of the bar itself. The smallest numbers should always start at the left of the graph for the horizontal scale and at the bottom of the graph for the vertical scale.

A special form of bar graph may be used to show comparative data for two periods. The data in Table 19 is shown in graphic form in Figure 2 to illustrate this technique.

The solid bars are used to represent the department sales for this year while the lighter bars are used to represent the department sales for last year. The same data could also be presented as percentages of total sales for the two years.

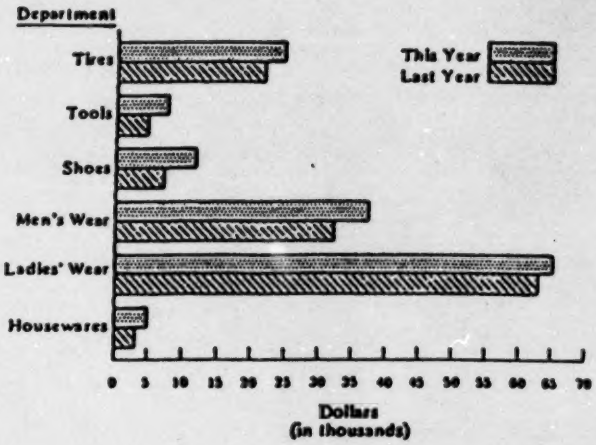

Figure 2. Departmental Sales 19__ to 19__

CIRCLE GRAPH

The circle graph or pie graph is a convenient method of presenting the component parts of a whole in percentage terms. The sales data in Table 19 have been converted to percentage values in Figure 3.

TABLE 19. DEPARTMENTAL SALES
19__ to 19__

	Department					
	Tires	Tools	Shoes	Men's Wear	Ladies' Wear	Housewares
This year	$25,000	$8,000	$12,000	$37,500	$65,250	$5,000
Last year	22,000	5,000	8,500	32,500	63,000	3,500

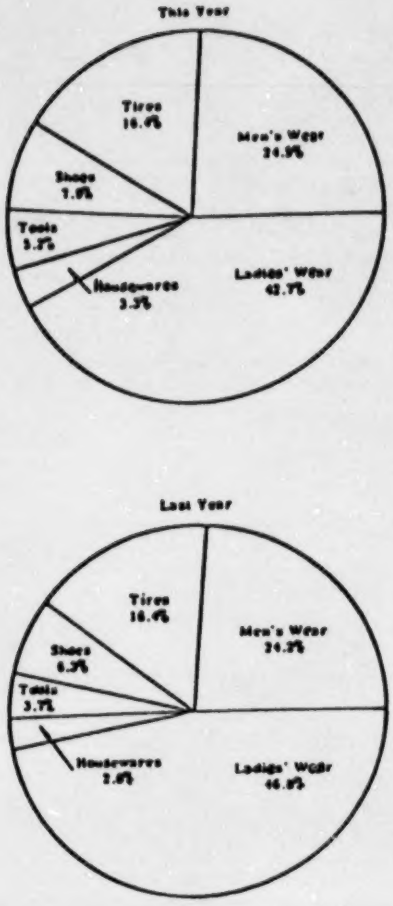

Figure 3. Departmental Sales as Percent of Total Sales, 19__ to 19__

LINE GRAPH

The line graph is used primarily to present data on a single item through a period of time (time series). Figure 4 shows the hypothetical monthly sales of the Warner Corporation for last year, and is based on the following data.

Month	Sales	Month	Sales
January	$30,650	July	$40,100
February	32,400	August	35,000
March	35,600	September	36,300
April	38,400	October	32,000
May	39,600	November	45,500
June	42,300	December	47,200

The months are plotted on the horizontal axis and the dollar values are plotted on the vertical axis. Points are then plotted on the intersecting lines of the graph and connected by straight lines. Two or more sets of related data may be plotted on the same graph to show the relationships between two sets of data.

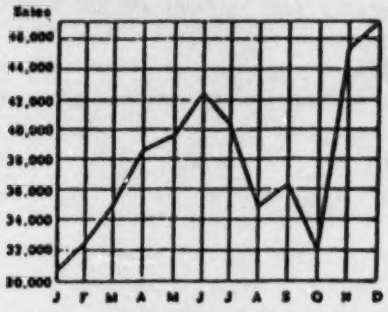

Figure 4. Monthly Sales—Warner Corporation, January—December, 19__

INTERPRETING TABLES AND GRAPHS

Business people must frequently refer to statistical tables and graphs for information that will help them make sound decisions. The ability to interpret such information quickly and accurately is important for both consumers and business people. Percentages, ratios, and averages are the basic tools used in this interpretive process, as will be shown in the following examples.

Example 7. The quarterly sales for selected industrial and commercial sales groups are shown in Table 20. Study the table and answer the following questions.

1. In which quarter did the greatest number of types of business firms show an increase in sales over the previous quarter? (*a*) first quarter, (*b*) second quarter, (*c*) third quarter, (*d*) fourth quarter.

Solution:

No calculations are necessary other than a tabulation of the increases for each quarter over the previous quarter. Since no data is available for comparison with the first quarter, the first quarter cannot be the answer. Second quarter sales increased over first quarter sales in only two categories—Retail trade and Wholesale. Third quarter sales increased over second quarter sales in all four categories. Fourth quarter sales increased over third quarter sales in two categories—Manufacturing and Retail trade. The correct answer is, therefore,

In the final illustration below, which was taken from a teacher's edition of a business mathematics text, errors were found in the solutions of many problems. Observe problem 2. Is the net pay correct? According to the figures used, the answer is "no"; however, the error was in the F.I.C.A. which should have been $19.15. As a matter of record, the publisher had made over 20 mistakes and a letter of apology was mailed to those colleges who had received examination copies.

2. Alice Lamson is a sales representative for A. K. Kolan Industries. Her gross earnings this week are made up of a salary of $150 plus $138 of commissions that she earned on sales. She is married, has one child, and claims one exemption. What is her net pay if her gross earnings to date are $25,837?

$288.00 gross earnings
− 38.80 federal income tax
− 19.50 F.I.C.A.
$230.05 net pay

3. Larry Cashin will earn a $410 salary this week. This is the seventeenth week he has been with the company and the fourth week that he has claimed only himself as an exemption. Larry is single. What is the total amount of deductions made from his paycheck?

$410.00		$32.80 federal income tax
X 17		27.27 F.I.C.A.
$ 6,970	gross earnings to date	$60.07 total deductions

College K

AGENDA OUTLINE--
TEXT SELECTION WORKSHOP

I. Formal Assessment

A. Standardized test scores
   1. Student entry test (UCCC administered)
   2. Instructor administered test
      Nelson-Denny Reading Comprehension Test
      Iowa Silent Reading Test
      Sequential Test of Educational Progress (STEP)

B. Readability Formulas
   1. Flesch
   2. Raygor
   3. Fry

II. Informal assessment

A. Cloze test passages
   1. Test of comprehension (context clues)
   2. Comparative test (present and proposed texts)

B. Reading comprehension test (selection from text)
   1. Multiple choice
   2. Essay
   3. Problem solving

III. Other factors

A. How important are study aids (as used in text)?

B. Is a separate workbook necessary?

C. What level of independence do you expect?
   1. Developmental
   2. Instructional
   3. Independent

D. What are the specific skills that you expect the student to utilize most frequently? (Main idea, sequence, cause-effect relationship, fact-opinion discrimination, inferential reading, critical reasoning, etc.)

E. Are other skills helpful? (Study skills: outlining, using an index, using a table of contents, graph, chart or diagram reading, research beyond the text materials, etc.)

F. What <u>pre-requisite skills assumptions</u> do you make?

5. Slide/Tape Presentation--Reading in Postsecondary Occupational Education: An Overview

Dr. George DeSain, Electrical Engineering Technology, Alfred Agricultural and Technical College, a member of the reading team, developed a slide/tape program to serve as an overview to reading in postsecondary occupational education. The media presentation addresses rationale and highlights techniques appropriate to the application of reading-related strategies to technology curricula.

The Alfred reading team has utilized this slide/tape set as an introduction to their inservice activities; and as a technique for increasing local faculty awareness of the concern for reading competency in technology.

A loan copy of the slide/tape set is available from project staff to other teams or two-year colleges undertaking professional development activities addressing application of reading-related strategies to content instruction.

Loan requests should be sent to:

Dr. LaVerna N. Fadale
Project Director
Two-Year College Development Center
State University of New York at Albany
135 Western Avenue, Draper 306
Albany, New York 12222

6. Evaluation

Each team sought to determine the effectiveness of their inservice efforts. Several teams developed feedback forms for use in collecting information about the session(s), and in some cases, to application in classrooms. Two samples of instruments used are included in this section.

College A

EVALUATION OF FACULTY DEVELOPMENT PROGRAM

REACTION SURVEY

WORKSHOP ON READING IN POSTSECONDARY OCCUPATIONAL EDUCATION

NAME_____
DATE_____

A. Session attended:

Workshop #1 _____
Workshop #2 _____
Workshops #1 & 2 _____

B. Did you complete the assignments? Yes_____ No_____

If yes,

1) What were the results of the Fry GRL of textbook(s)?

_____

_____

2) What were the results of the Cloze tests?

_____

_____

C. Do you plan to use Fry for determining grade reading level of:

_____ Textbooks
_____ Instructions
_____ Workbooks
_____ None
_____ Other _____

Do you think knowing grade reading level of the materials you use will

_____ change your instruction
_____ help identify possible reading problems for students
_____ help selection of new materials
_____ other _____
_____ no help

E. Was the length of the workshop(s) too long_____ too short_____

just right_____

F. What did you find most beneficial?

_____

_____

_____

G. What did you find least beneficial?

_____

_____

_____

H. We are planning another workshop on reading. What do you suggest we cover in this workshop?

_____

_____

_____

Open Comments:

_____

_____

_____

_____

College E

READING IN POSTSECONDARY OCCUPATIONAL EDUCATION

FACULTY DEVELOPMENT PROGRAM

FEEDBACK SHEET

Directions: Please respond to the following items as appropriate.

I. A. How competent do you feel in using the following as part of the instructional process?

readability evaluation	very competent	somewhat competent	little or no competence
Cloze procedure	very competent	somewhat competent	little or no competence
reading strategies	very competent	somewhat competent	little or no competence

B. Has your competency in these three techniques changed as a result of this session? _____Yes _____No

II. If this session were to be replicated for other staff, how do you feel program activities and materials could be improved?

_____

_____

_____

_____

III. Is there a particular question or area you would like addressed during another session? _____Yes _____No

If yes, please describe. _____

_____

_____

IV. Other Comments: _____

_____

_____

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Los Angeles, California 90024
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